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Chapter 4 of Exploring the 6 Cs (21st Century Learning)

# COMMUNICATION A

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION A. Communication Activities

version: v2022-07-24

## START HERE

Need a hand? Email me! [Mike@educircles.org](mailto:Mike@educircles.org)

### INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- [Google Slides](#) or [Microsoft PowerPoint](#)

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

### WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Review Questions - Lessons A1, A2, A3
- Game Cards - Who am I (Cartoons/Celebrities), Charades, Pictionary, Taboo, Describe the Drawing
- Handout - Describe the Drawing
- Lesson Plan
- About Educircles, License, Copyright, Sources, Changelog

### WHAT'S NOT IN THIS PDF:

- Slideshow (use the links at the top of this page.)
- Digital Handouts (use the Easel by TpT link on the next page.)

\*NOTE: There are NO digital handouts for Who am I, Charades, Pictionary, or Taboo.

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Instructions

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What's in this  
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# Print this PDF

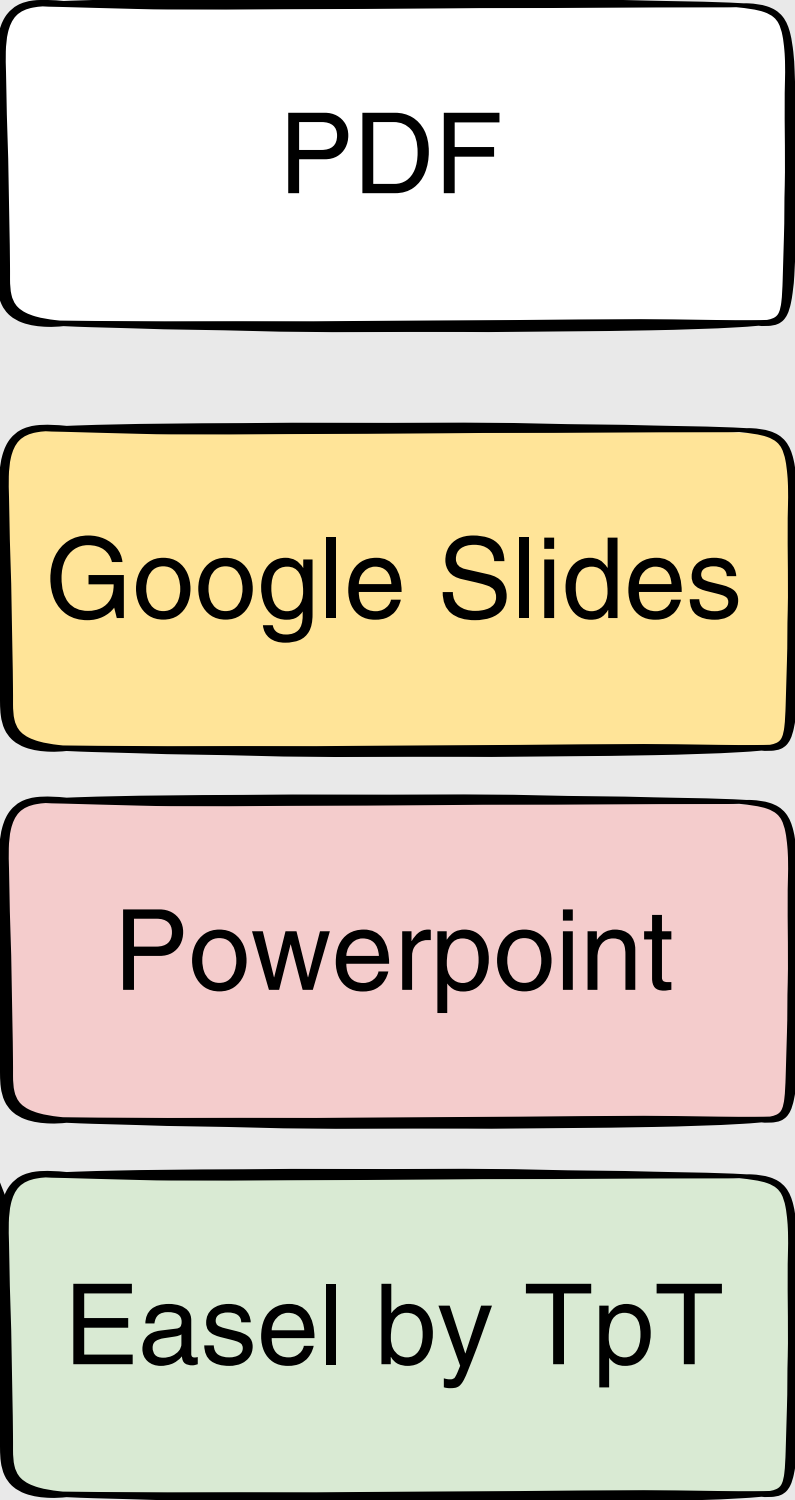
(it has all of the handouts)

# File Table of Contents

## BIG PICTURE

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plans - Section A <ul style="list-style-type: none"><li>Detailed script with slide thumbnails.</li><li>Slide Number Comparison Chart</li></ul>	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Section A (slides 1-52)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Digital Handouts	Section A: Communication Activities  Note: <ul style="list-style-type: none"><li>TpT currently only allows one Easel file to be attached to a product.</li><li>All of the handouts are in this single file.</li><li><b>Delete the pages you don't need before</b> assigning your file to students.</li><li>Use the one-click copy link multiple times to create different versions of handouts.</li></ul>	Easel by TpT	<a href="#">one-click copy</a>

(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).  
If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).



# Links to files

**NOTE: Duplicate Slide ALERT!**

The same slide has been copied into three separate files.

The **Slide Number Comparison Chart** in the Lesson Plan for **each Section** will tell you which slides match up.

For example, the following slide is



- Slide 21 in **Slideshow - ALL**
- Slide 21 in **Slideshow - Section A**
- Slide 1 in **Slideshow - Lesson A2**

The Lesson Plan will show a thumbnail of the slide and use the slide number from the main slideshow **Slideshow - ALL**.

Different files are used if you teach in class or online.

- Are you teaching in class?
  - Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section A** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
  - Attach **Slideshow - Lesson A1, A2, and A3** in your assignments.

**SECTION A**  
**Communication Activities**

Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section A** (from the product) and project to the class.

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson A1, A2, and A3** to your assignments.

	ALL	Section A	Lesson A1
Lesson A1	ALL	1-82	1-82
SECTION A Communication Activities (Slides 1-82)			
1. Introduction of communication activities (Slides 1-8) - 5 min	1-20	1-20	1-20
2. Activity #1: Who am I? (Slides 9-15) - 5 min	1-6	1-6	1-6
3. Activity #2: Charades (Slides 16-21) - 5 min	7-10	7-10	7-10
4. Activity #3: Dictionary (Slides 22-28) - 15 min	11-15	11-15	11-15
5. Activity #4: Crossword (Slides 29-34) - 15 min	16-20	16-20	16-20
Lesson A2	ALL	21-34	1-1
6. COMMUNICATION - LESSON A2: 45 min Communication Activities Part 2 (Slides 35-34)	21-24	21-24	1-1
7. Activity #5: The Slideshow (Slides 21-25) - 15 min	21-25	21-25	1-5
8. Activity #6: The Reader (Slides 26-29) - 15 min	26-29	26-29	6-9
9. Activity #7: Counselor (Slides 30-34) - 15 min	30-34	30-34	10-14

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The slide number comparison chart is at the start of each section in the following lesson plans:

- Lesson Plan - ALL** (from the bundle)
- Lesson Plan - Section A** (from the product)

It is NOT in individual lesson plans (i.e. **Lesson Plan - Lesson A1**)

Use this to  
teach in class

Slideshow  
from bundle

Slideshow  
from product

Individual lesson  
slideshow

Assign this in  
Google  
Classroom



# Duplicate Slide Alert

**LESSON A1 - Communication Activities #1, #2, #3 (slides 1-20) - 50 MIN**

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A1	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson A1 (slides 1-20)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Game Cards	Cartoons  Who am I  Celebrities	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
	Charades  Pictionary	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		PDF	<a href="#">one-click copy</a>
Google Docs		<a href="#">one-click copy</a>	
Microsoft Word <sup>(1)</sup>		<a href="#">one-click copy</a>	
Review questions	Review - Lesson A1	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
	Online Version:	Easel by TpT	Use link on page 2

# Lesson A1

# Google Docs

# Word

files are  
organized  
by lesson



# Links to files

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LESSON A2 - Communication Activities #4, #5, #6 (slides 21-34) - 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A2	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson A2 (slides 21-34)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Game Cards	Taboo	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
Review questions	Review - Lesson A2	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	Use link on page 2

Lesson  
A2

files are  
organized  
by lesson



Links to files

LESSON A3 - Communication Activities #7, #8 (slides 35-52) - 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A3	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson A3 (slides 35-52)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Game Cards	Describe the Drawing	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
Handout	Describe the Drawing	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
	Online Version:	Easel by TpT	Use link on page 2
Review questions	Review - Lesson A3	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
	Online Version:	Easel by TpT	Use link on page 2

Lesson  
A3

files are  
organized  
by lesson



Links to files

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# **COMMUNICATION**



## Lesson A1: Communication Activities

1. What is communication?

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2. What does good communication look like?

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3. How can we communicate effectively when we're having a bad day?

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## Lesson A1

page 1



# Review

Here are three different games that require communication. Choose one game and answer the following questions based on that game.

- **Who am I** - Everyone gets a card taped on their back. The card has the name of somebody. The point of the game is to chat with people and to try to figure out who you are. You can only give yes or no answers when people ask you a question.
- **Charades** - You are given a card that has a secret word or phrase. Your job is to get your team to guess the word or phrase on the card, but you **cannot** say anything, cannot point to anything in the room, and can only use your body for acting.
- **Pictionary** - You are given a card that has a secret word or phrase. Your job is to get your team to guess the word or phrase on the card, but you can only draw pictures. No talking or acting is allowed.

4. Which game did you choose? \_\_\_\_\_

5. What type of communication do you need to use in this game?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What strategies would make this game easier or harder?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Change 1 rule to make this game easier. Explain how this rule change would help

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lesson  
A1

page 2



Review

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# **COMMUNICATION**



## Lesson A2: Communication Activities (continued)

Here are three different games that require communication. Choose **one** game and answer the following questions based on that game.

- **Taboo** - Get a card. Describe the word at the top to get people to guess the word but you can't say any of the banned words on the card... For example, you have to describe the word *pencil* without saying any of these words: *pen, eraser, lead, crayon, writing*.
- **Follow the Leader** - Everyone sits in a circle. One person is chosen to be the *detective* and leaves the room. Someone else is chosen to be the *leader* who does actions. Everyone in the circles copies the leader's actions. The *detective* comes back and tries to figure out who the *leader* is.
- **Counting Numbers** - Everyone stands in a circle. The goal is for the group to count numbers: 1,2,3... Each person has to say one number and only one number. If two people talk at the same time, the group has to re-start at 1. No talking (except for your number) and no gestures allowed.

1. Which game did you choose? \_\_\_\_\_

2. What type of communication do you need to use in this game?

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3. What strategies would make this game easier?

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## Lesson A2

page 1



# Review

4. What strategies would make this game harder?

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5. Change 1 rule to make this game easier. Explain how this rule change would help

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6. Of all of the games played so far...

a. Which game do you personally find the easiest to play? Explain why.

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b. Which game do you personally find the hardest to play? Explain why.

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# Lesson A2

page 2



# Review

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# **COMMUNICATION**



## Lesson A3: Communication Activities (continued)

Think about the game, **Twenty Questions**

- One person chooses a person, place, object, or concept.
- The audience tries to figure out who / what you are in less than 20 questions.
- Only "yes or no" questions are allowed.

1. Change the rules to make this game **easier**. Explain how this would help

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2. Change the rules to make this game **harder**. Explain why this would make the game harder.

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Think about the rule changes you made in the previous two questions.

3. Give a real-life **example** where there are communication challenges like we see in the game.

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4. What could we do in your real-life example to get the message across more clearly?

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## Lesson A3

page 1



# Review

Think about the game, **Describe the Drawing**

Two partners sit back-to-back. Player A is given a card with an image. Player B is not allowed to see the card. Player A has to describe the image to Player B who draws what they think the image looks like. At the end, we see how close Player B's drawing is compared with the original.

Rules for Player A	Rules for Player B
<ul style="list-style-type: none"><li>You can describe shapes, numbers and locations of objects on the page</li><li>You cannot explain what the image is or the parts of the image. For example, if it's a house, you can't say "Draw a triangle for the roof."</li><li>You cannot look at Partner B's work.</li></ul>	<ul style="list-style-type: none"><li>Don't talk.</li><li>Don't ask questions.</li><li>Don't look at the secret image.</li></ul>

5. Change the rules for Player A to make this game easier. Explain how this change would help

6. Change the rules for Player B to make this game easier. Explain how this change would help

Think about the rule changes you made in the previous two questions.

7. Give a real-life example where there are communication challenges like we see in the game.

8. What could we do in your example to get the message across more clearly?

Lesson  
A3



# Activity 1

## WHO AM I CARDS: CARTOONS



Sponge Bob	Dora The Explorer
Donald Duck	Mickey Mouse
Pikachu	Scooby Do
Batman	The Grinch

Who am I:  
Cartoons

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message



# Activity 1

Who am I:  
Cartoons

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Wonder Woman	Papa Smurf
Superman	Smurfette
Iron man	Inspector Gadget
Captain America	Wild Kratts



# Activity 1

Who am I:  
Cartoons

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Bugs Bunny	Popeye
Tweety	Goofy
Porky Pig	Eeyore
Winnie The Pooh	Bart Simpson



# Activity 1

Who am I:  
Cartoons

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Homer Simpson	Lisa Simpson
Marge Simpson	Patrick the Star
Marvin The Martian	Hello Kitty
Mr Krabs	Bobby Hill



# Activity 1

Who am I:  
Cartoons

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Hank Hill	Pink Panther
Captain Underpants	Boss Baby
Mr Incredible	Dash Incredible
Syndrome (from the incredibles)	Elastigirl



# Activity 1

Who am I:  
Cartoons

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Sheriff Woody	Buzz Lightyear
Jessie (from Toy Story)	Piglet (Winnie the Pooh)
Oh (from the movie Home)	Moana
Maui (character from Moana)	Shrek



# Activity 1

Who am I:  
Cartoons

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Wreck it Ralph	Buzz Lightyear
Nemo	Dory
Mike Wazowski (Monsters Inc.)	Sullivan (Monsters Inc.)
Simba (The Lion King)	Tarzan



# Activity 1

## WHO AM I CARDS: CELEBRITIES



Tom Hanks	Prime Minister Justin Trudeau
President Donald Trump	Oprah Winfrey
Ellen Degeneres	Lebron James
Michael Jordan	Sydney Crosby

6Cs Communication A - Game Cards - Who am I - Cartoons - Page 1 of 8  
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Who am I:  
Celebrities

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message



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# Game Cards

# Activity 1

Who am I:  
Celebrities

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Ronaldo	Justin Bieber
Taylor Swift	Michael Jackson
Elvis Presley	Beyonce
Eminem	Lady Gaga



# Activity 1

Who am I:  
Celebrities

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Ludwig van Beethoven	Wolfgang Amadeus Mozart
Jay-Z	Dr. Dre
Justin Timberlake	Snoop Dog
Tiger Woods	Lionel Messi



# Activity 1

Who am I:  
Celebrities

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Roger Federer	Rafael Nadal
Neymar	Serena Williams
Venus Williams	Brook Henderson
Michelle Wi	Stephen Curry



# Activity 1

Who am I:  
Celebrities

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Connor McGregor	Tom Brady
Usain Bolt	Kobe Bryant
David Beckham	Michael Phelps
Aaron Rogers	Muhammad Ali



# Activity 1

Who am I:  
Celebrities

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Johnny Depp	Will Smith
Tom Cruise	Matt Damon
Jennifer Lawrence	Dwayne Johnson (the Rock)
Adele	Cardi B



# Activity 1

Who am I:  
Celebrities

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Chloe Kardashian	Kylie Jenner
Lilly Singh (Youtuber)	Jenna Marbles (Youtuber)
Nijna (Fortnite)	Barack Obama
Michelle Obama	Emma Watson



# Activity 1

Who am I:  
Celebrities

Unclear  
FEEDBACK

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE  
message

Kim Kardashian	Demi Lovato
Rachel McAdams	Kate Hudson
Celine Dione	Reese Witherspoon
Kristen Bell	Halle Berry



# Activity 2

## CHARADES



Lion	Dog
Cat	Monkey
Cow	Horse
Goat	Rabbit
Snake	Whale
Shark	Octopus
Chicken	Blue Jay
Hawk	Ostrich
Emu	Alligator

6Cs Communication A - Game Cards - Charades - Page 1 of 9  
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## Charades

MESSAGE is  
limited (non-verbal)

The SENDER  
needs dramatic  
skill to ENCODE  
the MESSAGE

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE message



# Activity 2

## Charades

MESSAGE is  
limited (non-verbal)

The SENDER  
needs dramatic  
skill to ENCODE  
the MESSAGE

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE message

Crocodile	Camel
Wolf	Fox
Turtle	Snail
Spider	Rat
Mouse	Porcupine
Raccoon	Skunk
Chipmunk	Squirrel
Polar bear	Grizzly bear
Brown bear	Dragon
Bull	Winter



# Activity 2

## Charades

MESSAGE is  
limited (non-verbal)

The SENDER  
needs dramatic  
skill to ENCODE  
the MESSAGE

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE message

Summer	Spring
Fall	Rainy day
Sunshine	Snowfall
Shovel	Rake
Spoon	Fork
Knife	Chainsaw
Bridge	House
Watch	Telephone
Computer	Car
Boat	Motorcycle

6Cs Communication A - Game Cards - Charades - Page 3 of 9

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# Activity 2

## Charades

MESSAGE is  
limited (non-verbal)

The SENDER  
needs dramatic  
skill to ENCODE  
the MESSAGE

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE message

Scooter	Skateboard
Skipping rope	Basketball
Volleyball	Football
Bowling pins	Soccer ball
Basketball court	track
High jump	Long jump
Shot put	Ultimate frisbee
The ocean	School
History class	Geography class
Gym class	English class

6Cs Communication A - Game Cards - Charades - Page 4 of 9

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# Game Cards

# Activity 2

## Charades

MESSAGE is limited (non-verbal)

The SENDER needs dramatic skill to ENCODE the MESSAGE

SENDER and RECEIVER need to have the same prior knowledge to ENCODE / DECODE message

French class	Science class
Math class	Division
Multiplication	Haircut
Dentist	Cleaning your house
Unloading dishwasher	Raking the leaves
Collecting the garbage	Driving a car
Speeding ticket	Race car driver
Changing a tire	Riding your bike
Playing a video game	Texting
Getting in an argument	Sad

6Cs Communication A - Game Cards - Charades - Page 5 of 9

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# Activity 2

## Charades

MESSAGE is limited (non-verbal)

The SENDER needs dramatic skill to ENCODE the MESSAGE

SENDER and RECEIVER need to have the same prior knowledge to ENCODE / DECODE message

Happy	Worried
Excited	Frustrated
Angry	Crying
Feeling sick	Eating an apple
Walking a dog	Swimming
Writing a test	Dancing
Fashion show	School picture day
Late for school	Detention
Ice hockey	Jumping rope
Climbing a cliff	Diving off of the high board

6Cs Communication A - Game Cards - Charades - Page 6 of 9

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# Game Cards

# Activity 2

## Charades

MESSAGE is  
limited (non-verbal)

The SENDER  
needs dramatic  
skill to ENCODE  
the MESSAGE

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE message

Playing doubles tennis	Origami
Making your bed	Eating ice cream too fast and getting "brain freeze"
Brushing your hair	Writing a letter
Surprised	Bored
Excited	Guilt
Nervous	Exhausted
Proud	Determined
Suspicious	Calm
The Incredibles	Harry Potter
Superman	Batman

6Cs Communication A - Game Cards - Charades - Page 7 of 9

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# Game Cards

# Activity 2

## Charades

MESSAGE is  
limited (non-verbal)

The SENDER  
needs dramatic  
skill to ENCODE  
the MESSAGE

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE message

Wonder Woman	Iron Man
Captain America	Thor
Green Lantern	GI Joe
The Easter Bunny	Vampire
Pirate	Magician
Hockey player	Dancer
Teacher	Principal
Mechanic	Doctor
Pilot	Caesar salad
Potatoes	Carrots

6Cs Communication A - Game Cards - Charades - Page 8 of 9

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# Activity 2

## Charades

MESSAGE is  
limited (non-verbal)

The SENDER  
needs dramatic  
skill to ENCODE  
the MESSAGE

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE message

Donuts	Corn on the cob
Hamburger	Hot dog
Ice cream	Birthday cake
Pizza	Chips
Easter egg hunt	Christmas tree
Flag pole	Race car
Broken leg	Shaving beard off
Hair stylist	Going to a dance
Buying lunch	Eating something gross
Smelling something lovely	Smelling something awful



# Activity 3

## PICTIONARY



Desk	Recess
Chair	Lunch time
Blackboard	Nutrition break
Clock	Detention
Chalk	After school
Cupboard	Extra curricular
Locker	Coming to class prepared
Lock	Studying

## Pictionary

MESSAGE is unclear (too small; messy; vague)

The SENDER needs to ENCODE the MESSAGE using drawings

SENDER and RECEIVER need to have the same prior knowledge to ENCODE / DECODE message



# Activity 3

## Pictionary

MESSAGE is  
unclear (too small;  
messy; vague)

The SENDER  
needs to ENCODE  
the MESSAGE  
using drawings

SENDER and  
RECEIVER need  
to have the same  
prior knowledge  
to ENCODE /  
DECODE message

Office	Success
Cafeteria	Mistake
Recycling	Improvement
Garbage	Self confidence
Teacher	Self esteem
Student	Afraid
Pencil	Friends
Pen	Fight
Parent-teacher conference	Conflict



# Activity 3

## Pictionary

MESSAGE is unclear (too small; messy; vague)

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Substitute teacher	Confidence
Principal	Peer pressure
Vice Principal	Texting
Bully	Permission
Washroom	Last
Hallway	First
Class	I don't get it
Schedule	Asking a question
Field trip	Please



# Activity 3

## Pictionary

MESSAGE is unclear (too small; messy; vague)

The SENDER needs to ENCODE the MESSAGE using drawings

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School bus	Thank you
Line	Hello
Metal	Good bye
Colour	How are you?
Laptop	Angry
Monitor	Happy
Charger	Sad
Phone	Scared
Sidewalk	Confused



# TABOO



<b><u>Pencil</u></b> pen eraser lead crayon writing	<b><u>Science</u></b> subject observation experiment scientist doctor
<b><u>Donald Trump</u></b> Apprentice hotel President United States election	<b><u>Justin Trudeau</u></b> Liberal Prime Minister Canada politician federal
<b><u>Said</u></b> talking dialogue ask person He / She / It / They	<b><u>Success</u></b> win complete great finish lose
<b><u>History</u></b> Past Old Stories Books Ancient	<b><u>Physical Education</u></b> Gym Games Sports Sneakers Whistle

# Activity 4

## Taboo

MESSAGE is incomplete

The SENDER needs to ENCODE the MESSAGE without key terms

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# Game Cards

# TABOO



<b><u>Basketball</u></b> Whistle Dribble Backboard Layup Free throw	<b><u>Soccer</u></b> Striker Referee Dribble Penalty kick Goalie
<b><u>Classroom</u></b> Desks Teacher White board Chalkboard lessons	<b><u>Office</u></b> Principal Secretary Sign in Late slip trouble
<b><u>Homework</u></b> Pencil Extra Assigned Annoying At night	<b><u>Science class</u></b> Lab Experiment Beaker Hypothesis Goggles
<b><u>Geography</u></b> Map Compass Location Lakes Countries	<b><u>Health Class</u></b> Body Careful Respect Nutrition Diet

# Activity 4

## Taboo

MESSAGE is incomplete

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# Game Cards

# TABOO



<b><u>Recess</u></b> Games Break Fun Play Fresh air	<b><u>Teacher</u></b> Fun Lessons Class School Leader
<b><u>Ruler</u></b> Measure Numbers Centimetres Inches length	<b><u>Detention</u></b> Sad Annoying Trouble Bad punish
<b><u>Report Card</u></b> Marks Comments Grades Feedback Teacher	<b><u>Graduation</u></b> Celebrate Finished Complete Advance Hat
<b><u>School</u></b> Learn Classes Teacher Day Recess	<b><u>Announcements</u></b> PA system News Talking Anthem Update

# Activity 4

## Taboo

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# Game Cards

# TABOO



<b><u>Music Class</u></b> Instrument Playing Learning Practice Notes	<b><u>Dentist</u></b> Teeth Cleaning Cavity Drill Brush
<b><u>Doctor</u></b> Operation Surgery Stitches Bones Hospital	<b><u>Lawyer</u></b> Talk Argue Defend Judge Court
<b><u>Pilot</u></b> Plane Fly Wings Air Passport	<b><u>Tennis</u></b> Rally Racquet Volley Ball Court
<b><u>Athlete</u></b> Games Win Lose Whistle Champion	<b><u>Chef</u></b> Cook Stove Frying pan Dinner Hat

# Activity 4

## Taboo

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# Game Cards

# TABOO



<b><u>School bus</u></b> Yellow Seats Field trip Pick up Stops	<b><u>Hockey</u></b> Skates Puck Net Rink referee
<b><u>Florida</u></b> Gators Hot Ocean Marlins Sunshine	<b><u>New York</u></b> Manhattan Big Apple Lights Broadway Times Square
<b><u>San Francisco, US</u></b> Bridge Street car Alcatraz Hills Warm	<b><u>Alaska</u></b> Cold Polar bears Snow Cruise Anchorage
<b><u>Ottawa, Canada</u></b> Capital city Cold Prime minister Parliament Hill Winterlude	<b><u>Phone</u></b> Text Call Music Talk Message

# Activity 4

## Taboo

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# Game Cards

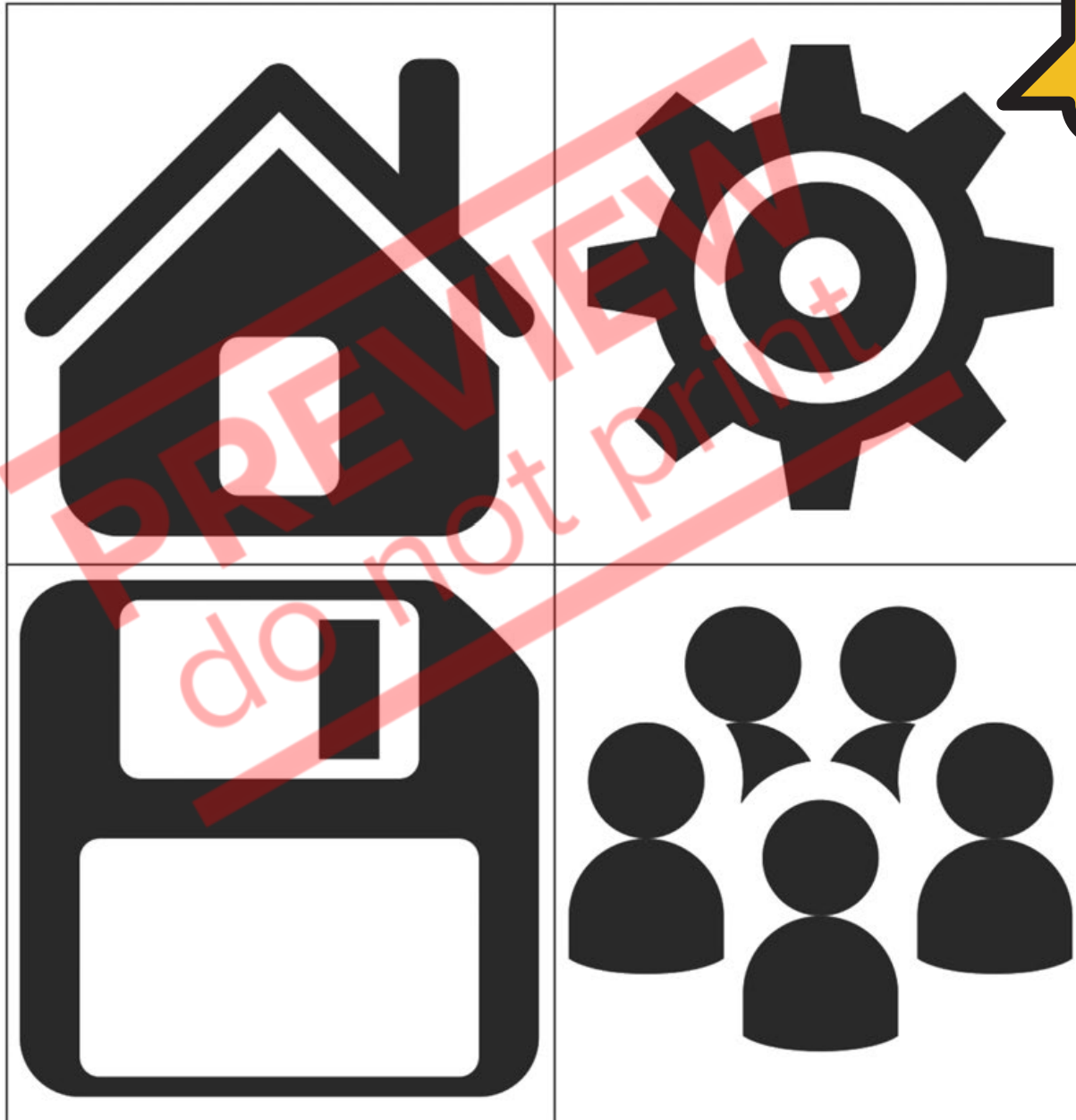
# Activity 8

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## DESCRIBE THE DRAWING



Describe  
the drawings



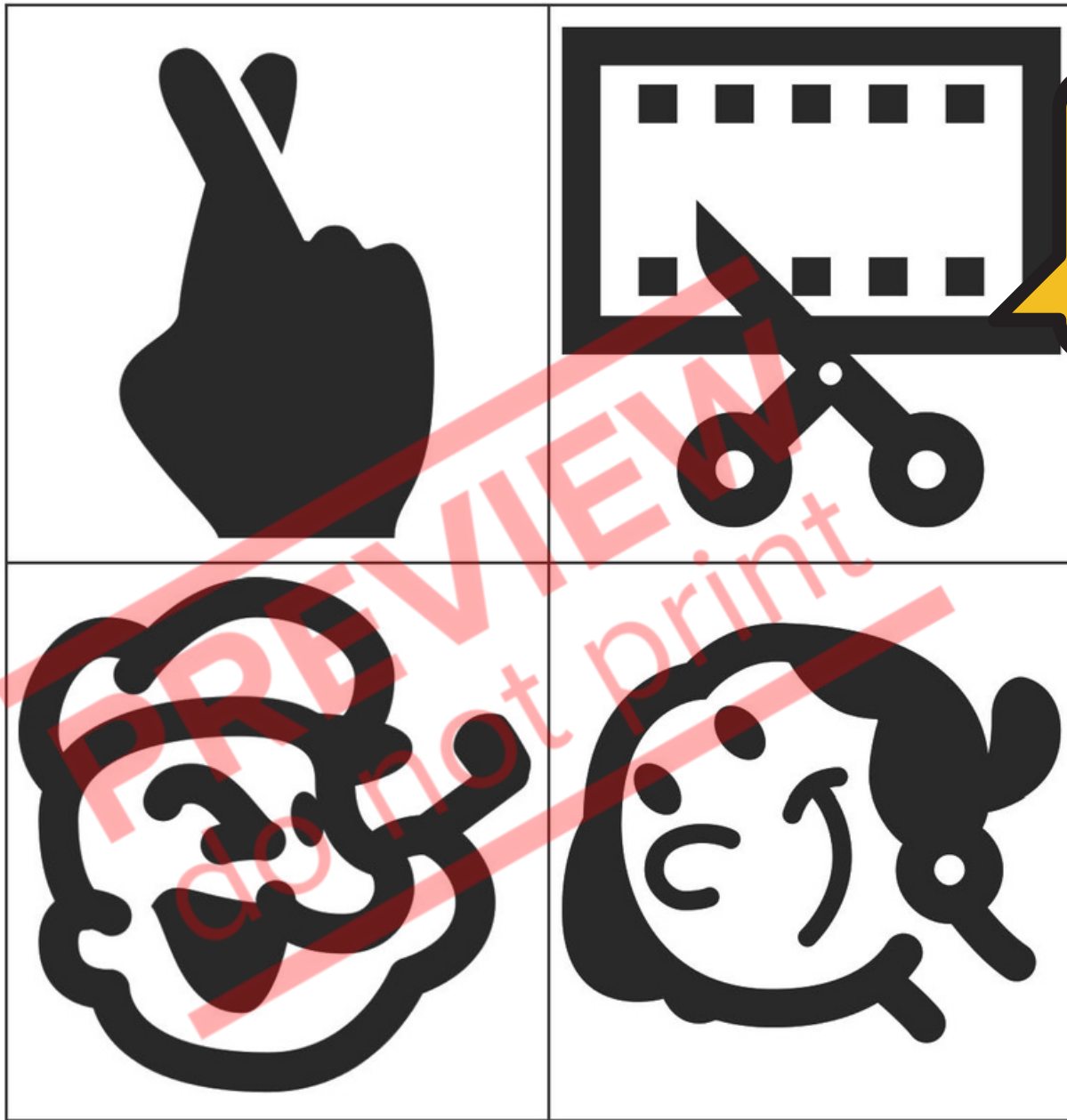
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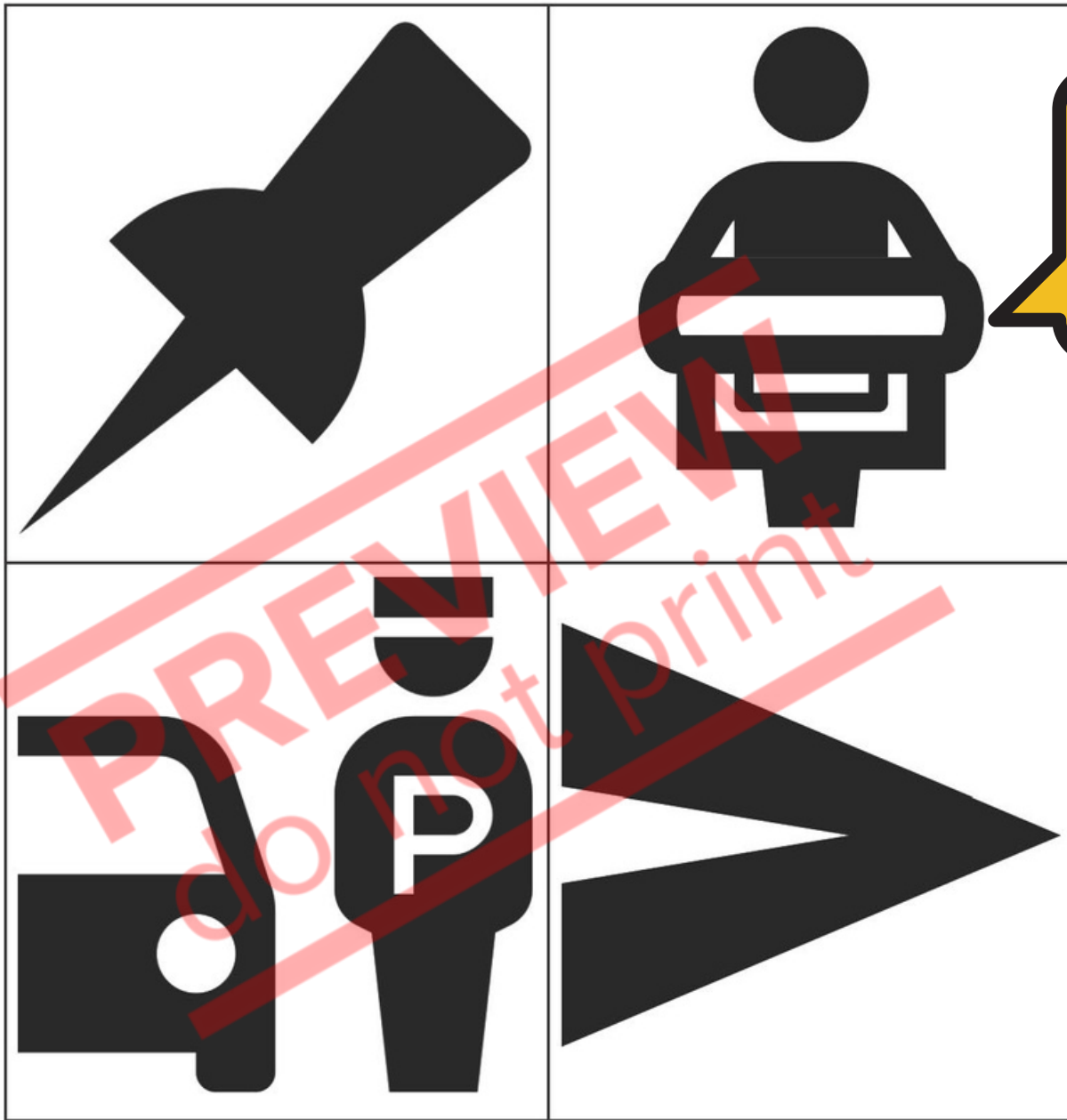
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6Cs Communication A - Game Cards - Describe the Drawing - Page 6 of 25

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## Game Cards

# Activity 8

Describe  
the drawings



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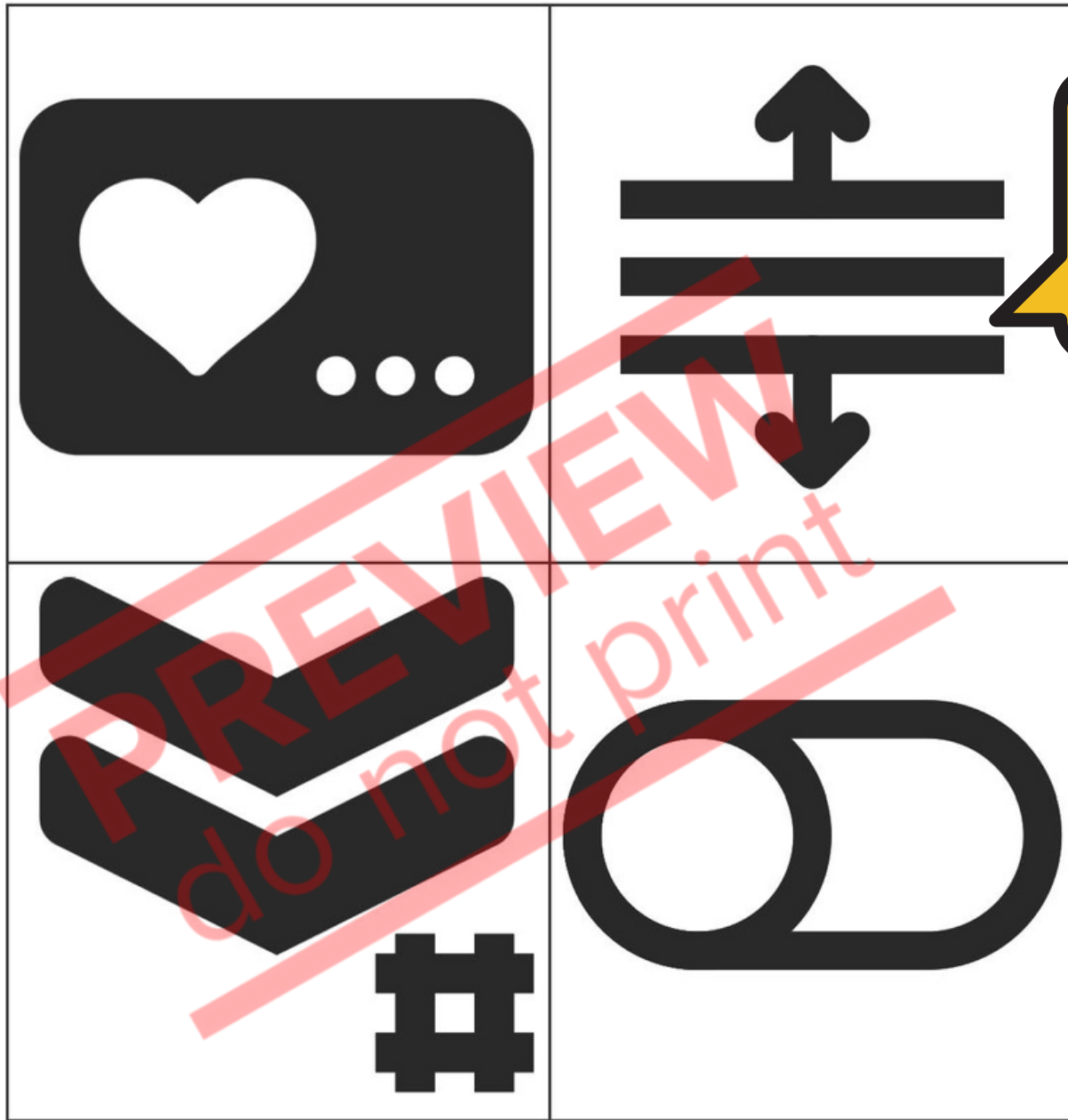
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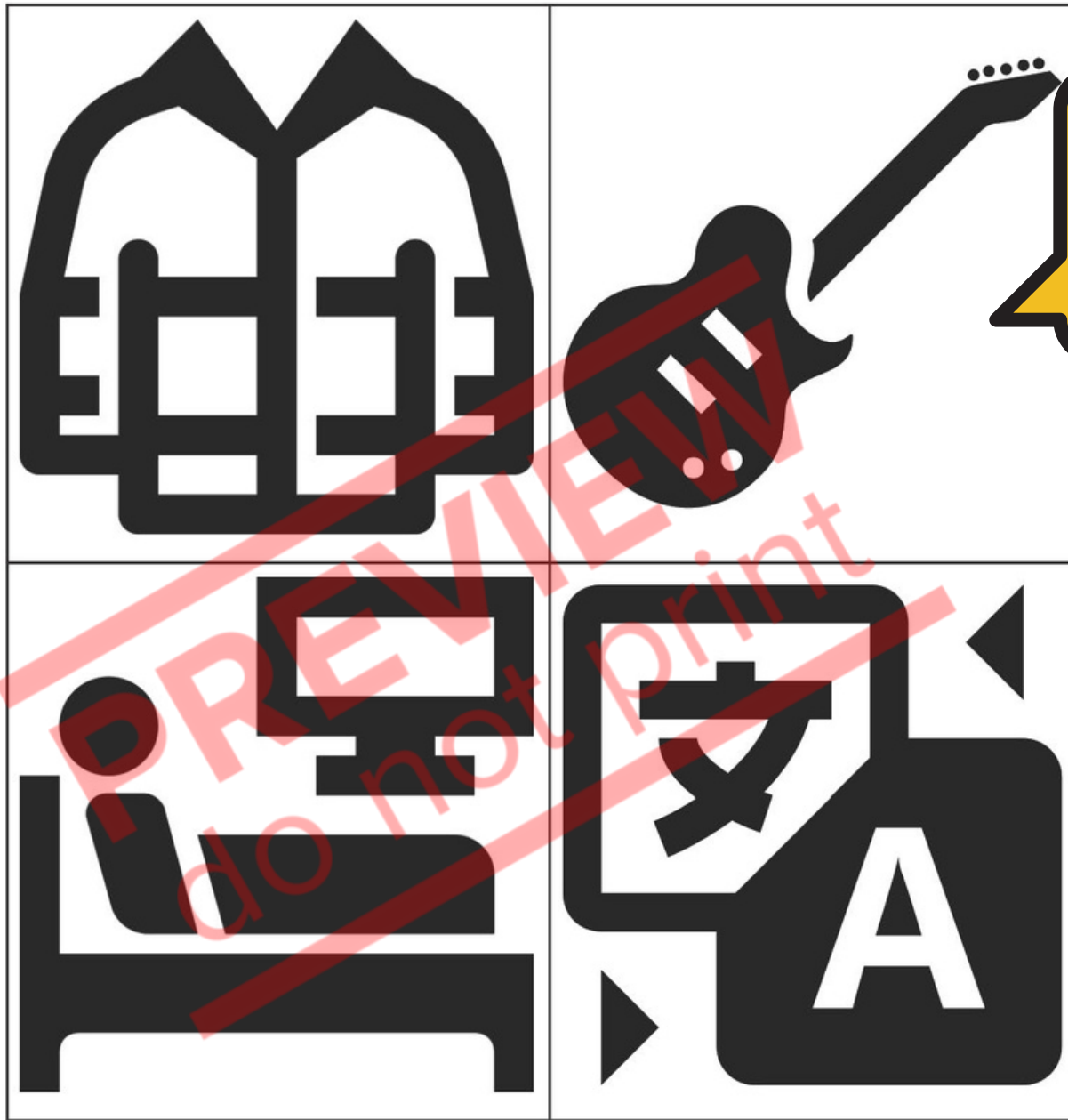
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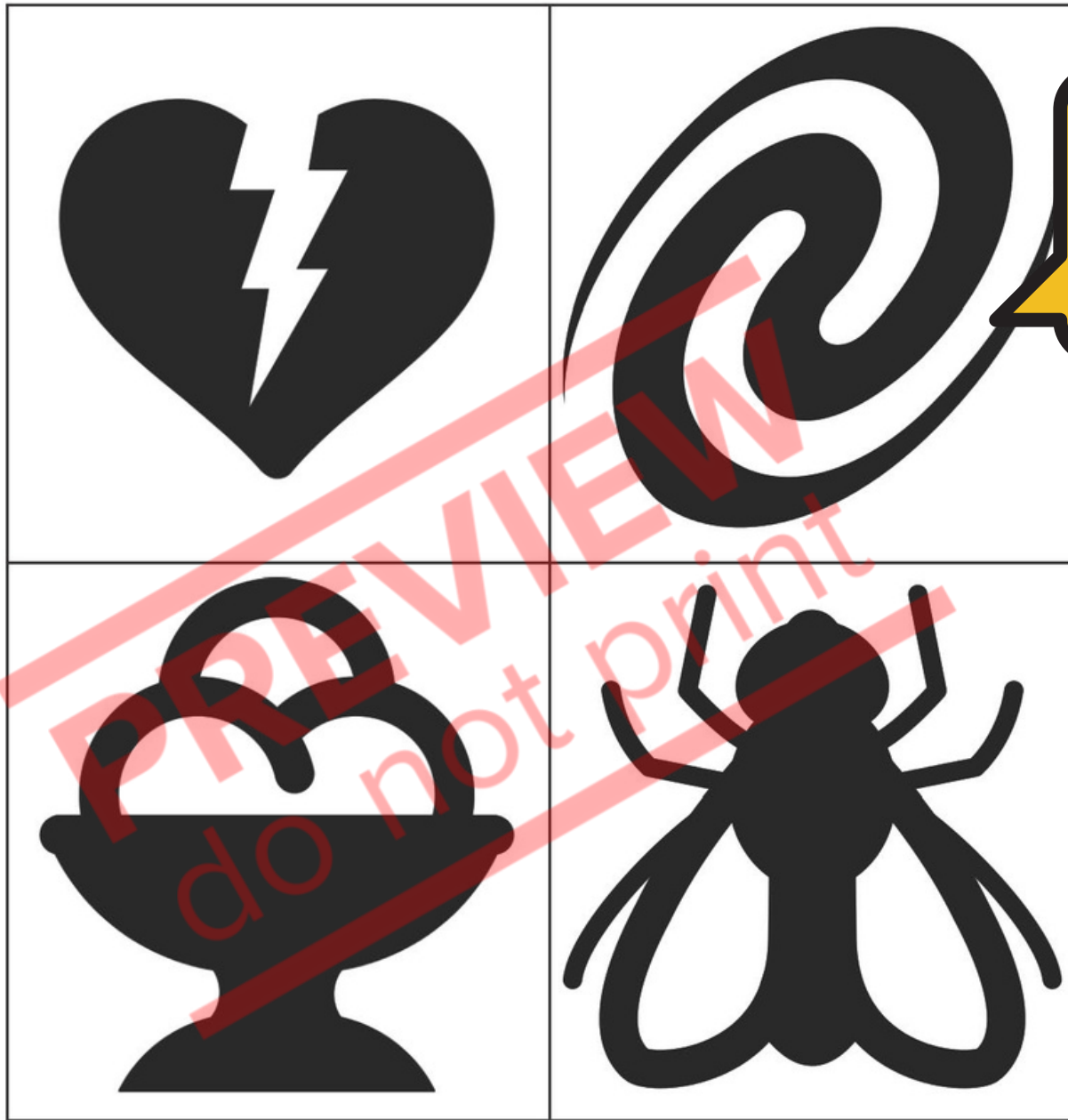
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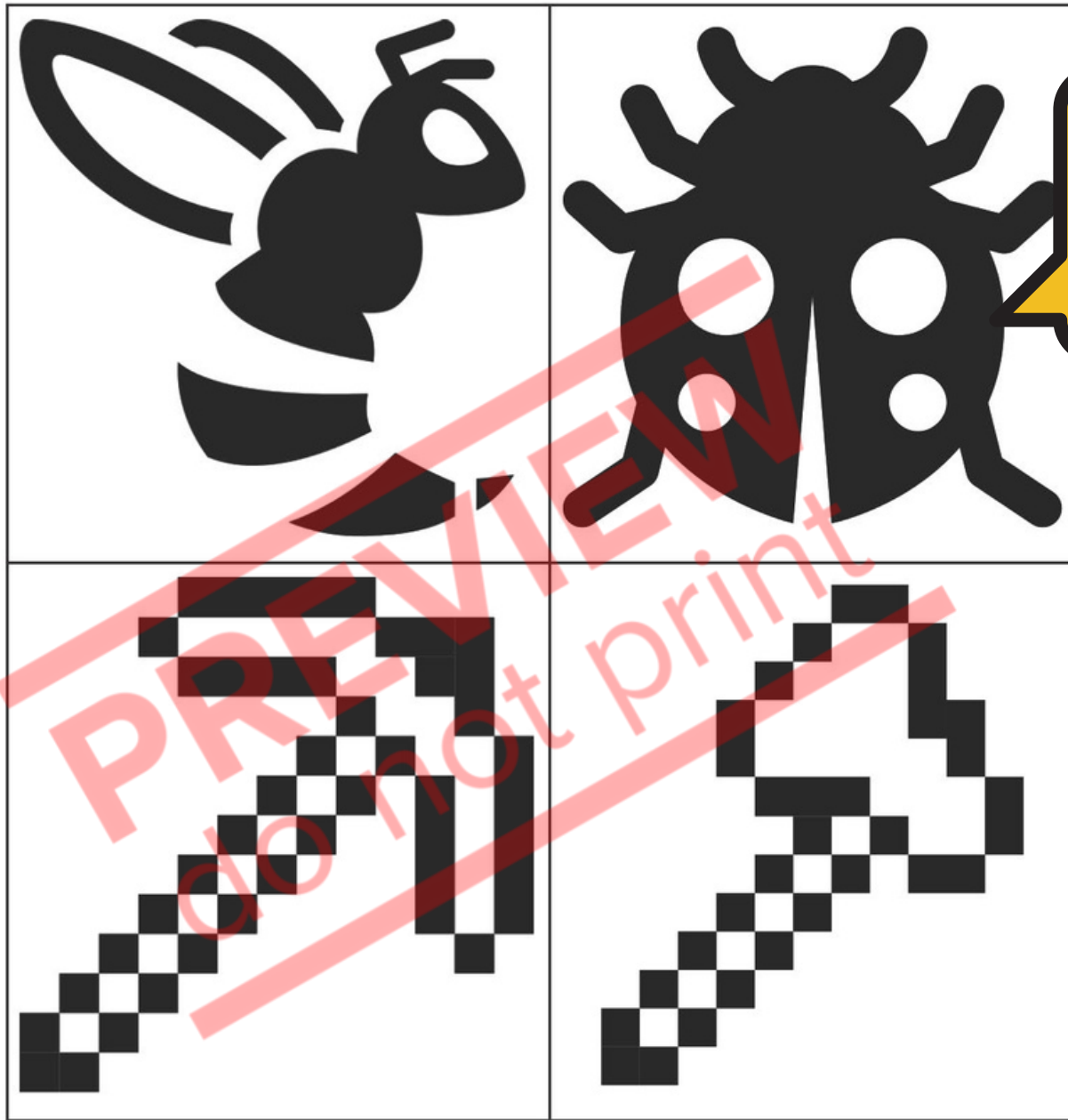
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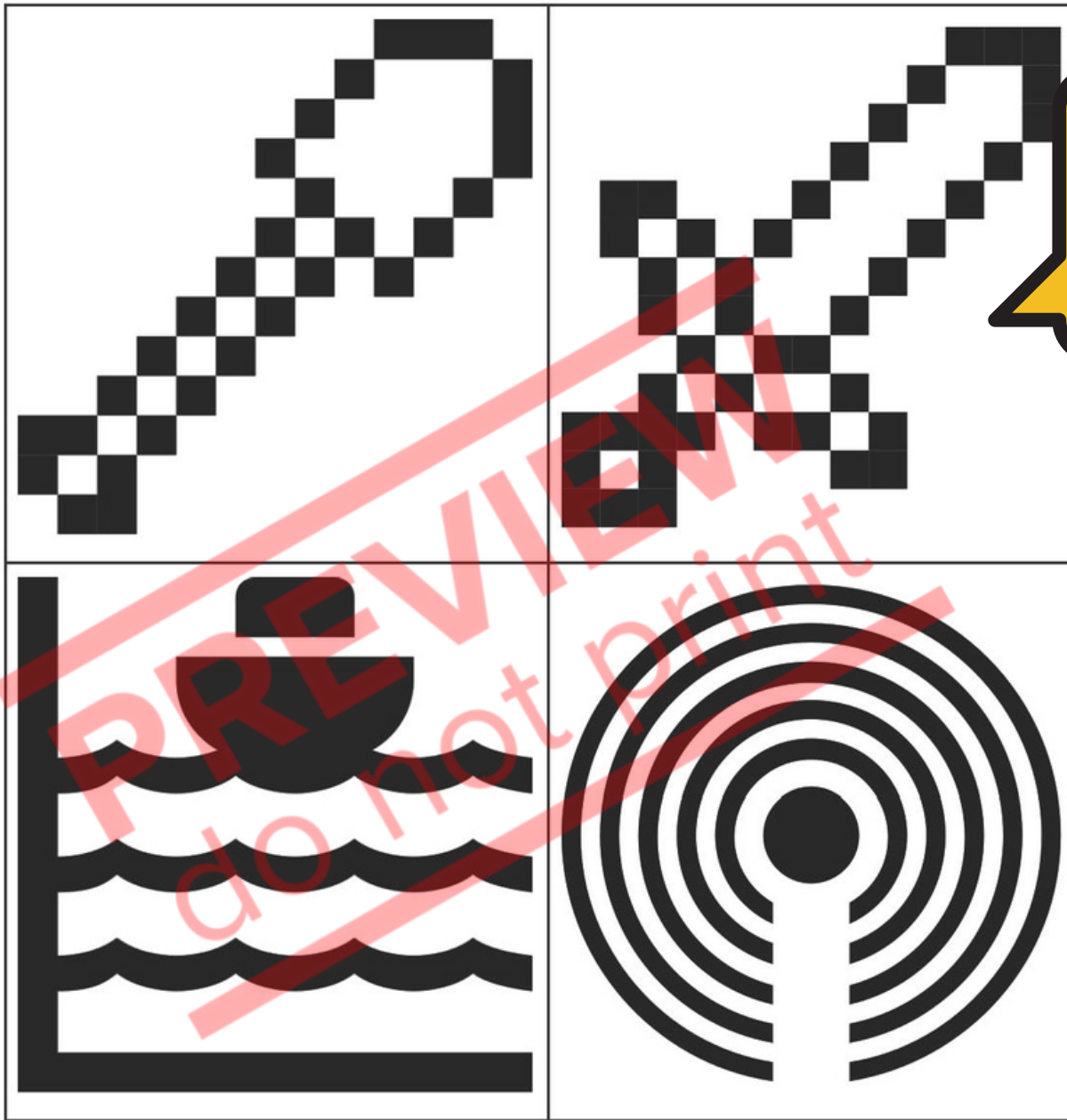
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Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**DESCRIBE THE DRAWING**



How well can you communicate?

- Partner A will get a card and describe a secret picture.
- Partner B has to draw the picture without looking at the original image.
- There are different rules for each round!

Round 1	Round 2
Round 3	Round 4

Describe  
the Drawing





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Chapter 4 of Exploring the 6 Cs (21st Century Learning)

# COMMUNICATION CHAPTER

## SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION A. Communication Activities

SECTION B. Metaphors and Memes

SECTION C. Assertive Communication

SECTION D. Videos

SECTION E. Consolidation and Review

version: v2022-07-18

## LESSON PLANS

### Part 1. Experience

#### SECTION A Communication Activities

1. [COMMUNICATION - LESSON A1: 50 min](#)
2. [COMMUNICATION - LESSON A2: 45 min](#)
3. [COMMUNICATION - LESSON A3: 45 min](#)



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# Lesson Plans

# Page 1

# SECTION A

## Communication Activities

### Slide Number Comparison Chart

- Are you teaching in class?
- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section A** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
- Attach **Slideshow - Lesson A1**, **A2** and **A3** to your assignments.

#### Lesson A1

[SECTION A Communication Activities \(Slides 1-52\)](#)

[COMMUNICATION - LESSON A1: 50 minCommunication Activities Part 1 \(slides 1-20\)](#)

[Introduction of communications \(slides 1-6\) - 5 min](#)

[Activity #1 Who am I \(slides 7-10\) - 15 min](#)

[Activity #2 Charades \(slides 11-15\) - 15 min](#)

[Activity #3 Pictionary \(slides 16-20\) - 15 min](#)

Slideshow		
ALL	Section A	Lesson A1
1-52	1-52	1-52
1-20	1-20	1-20
1-6	1-6	1-6
7-10	7-10	7-10
11-15	11-15	11-15
16-20	16-20	16-20

#### Lesson A2

[COMMUNICATION - LESSON A2: 45 minCommunication Activities Part 2 \(slides 21 - 34\)](#)

[Activity #4 Taboo \(slides 21-25\) - 15 min](#)

[Activity #5 Follow the leader \(slides 26-29\) - 15 min](#)

[Activity #6 Counting numbers \(slides 30-34\) - 15 min](#)

Slideshow		
ALL	Section A	Lesson A2
21 - 34	21-34	1-14
21-25	21-25	1-5
26-29	26-29	6-9
30-34	30-34	10-14

Use this to  
teach in class

Slideshow  
from bundle

Slideshow  
from product

Individual lesson  
slideshow

Assign this in  
Google  
Classroom



### Lesson A3

[COMMUNICATION - LESSON A3: 45 minCommunication Activities Part 1 \(slides 35 - 52\)](#)

[Activity #7 Twenty Questions \(slides 35-39\) - 15 min](#)

[Activity #8 Describe the Drawing \(slides 40-52\) - 30 minRound 1 \(slide 40-45\)](#)

Slideshow		
ALL	Section A	Lesson A3
35 - 52	35 - 39	35 - 39
40-52	40-52	6-11

Use this to  
teach in class

Slideshow  
from bundle

Slideshow  
from product

Individual lesson  
slideshow

Assign this in  
Google  
Classroom

6Cs Communication - Lesson Plans - Page 3 of 98

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# Lesson Plans

# Page 3

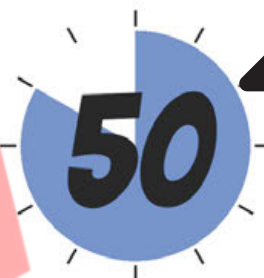


## COMMUNICATION - LESSON A1: 50 min

### Communication Activities Part 1 (slides 1-20)

#### OVERVIEW

- Introduction of Communication (slides 1-6) - 5 min
  - Part 1 Introduction (slide 6)
- Activity #1 Who am I (slides 7-10) - 15 min
- Activity #2 Charades (slides 11-15) - 15 min
- Activity #3 Pictionary (slides 16-20) - 15 min



#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section A**, or **Slideshow - Lesson A1**)
- Cut out cards from
  - **Game Cards - Who am I - Cartoons** or **Celebrities**
  - **Game Cards - Charades**
  - **Game Cards - Pictionary**
- Class set of lesson review questions (**Review - Lesson A1**)

#### Introduction of communications (slides 1-6) - 5 min

	<p>We're going to look at COMMUNICATION over the next 12 lessons.</p> <p><b>Teacher prompt:</b></p> <ul style="list-style-type: none"><li>• What is communication?</li><li>• What does good communication look like? What does bad communication look like?</li><li>• What does good communication look like when you're having a bad day?</li><li>• How can we communicate more effectively when we're having a bad day?</li></ul> <p><b>We're going to do 3 things this week:</b></p> <ul style="list-style-type: none"><li>• We're going to experience a bunch of activities that gets us thinking about communication is, and how to communicate more effectively</li><li>• We're going to watch some videos depicting different examples of different styles of collaboration in a "real life" context.</li><li>• And, we're going to get a good understanding of what <b>communication</b> is by using a graphic organizer to play with the word.</li></ul>
--	---






Timing

Materials

Lesson  
A1



# Discussion Points

	<p><b>Key Idea:</b> Communication is about being heard. Effective communication is about being assertive to give you the best chance of being heard.</p>
<p>2  What is Communication?</p> <p>3  What is Communication? What does good communication look like?</p> <p>4  What is Communication? What does good communication look like when you're having a bad day?</p> <p>5  What is Communication? How can we communicate effectively when we're having a bad day?</p>	<p><b>Possible discussion points:</b></p> <p>There are four basic parts of communication:</p> <ul style="list-style-type: none"> <li>we'll be looking at the sender, the receiver, the message, and feedback as a model to look at communication.</li> <li>We'll also look at the pros and cons of each kind,</li> <li>as well as how to improve on basic communication</li> </ul> <p>How do we communicate when we're at our worst? Communication is more than just getting a message across.</p> <ul style="list-style-type: none"> <li>We'll also look at how to get the message across in tough conversations.</li> <li>The four styles of communication that will be focusing on include assertive, aggressive, passive, passive-aggressive behaviour</li> <li>We'll also look at styles of communication using movies, TV shows, social media, and advertisements.</li> </ul> <p>What's the point of communication?</p> <ul style="list-style-type: none"> <li>Communication isn't just about sending a message, <ul style="list-style-type: none"> <li>it's about being heard, getting what you want,</li> <li>Is it me?</li> <li>reflecting on how you send messages / receive messages - it's a life skill</li> </ul> </li> <li>Good communication is essential to help us navigate conflict / negotiations / relationships</li> <li>Good communication is essential in selling an idea / a perspective / your needs</li> </ul> <p>Self-reflection / metacognition is key to communicating effectively.</p> <ul style="list-style-type: none"> <li>Helps us to understand our lens / how we see the world.</li> <li>Helps us to understand that other people have a filter</li> <li>Helps us to recognize that other countries and perspectives might differ from ours</li> </ul>
<p>6 </p>	<p><b>In Part 1</b>, we have 11 different ice breakers / activities that highlight different aspects of communication. The whole point of these games is:</p> <ul style="list-style-type: none"> <li>to start to recognize there are different parts when we communicate.</li> <li>And that effective communication, or miscommunication, can happen at each of these parts.</li> </ul> <p><b>TEACHER PRO TIP:</b></p> <ul style="list-style-type: none"> <li>Watch the video yourself to get an idea of where the lesson is going in terms of Sender, Receiver, Message, and Feedback</li> </ul>



	<ul style="list-style-type: none"> <li>This way you can paraphrase student answers from this perspective to help them make connections later on.</li> <li>Four Basic Parts of communication - YouTube: <a href="https://youtu.be/3AYdHzUVmZY">https://youtu.be/3AYdHzUVmZY</a></li> </ul>
--	---

Activity #1 Who am I (slides 7-10) - 15 min

7

COMMUNICATION

ACTIVITY #1

Who am I?

8

COMMUNICATION

LEARNING SKILLS

- Do you communicate well?
- Can you express meaning in multiple ways, in a variety of contexts?
- Can you ask questions and listen actively to understand what is being communicated?

9

COMMUNICATION

WHO AM I?

- Get a card
- Tape it on your back
- Ask people
- Try to figure out who you are

Who Am I (Express meaning in multiple ways, ask questions, listen actively, verbal communication)

**Activity Overview:**

- Tape cards onto the back of people
- Students have to wander around and chat with people / ask questions about their person
- You can only give yes or no answers

**Handout Preparation:**

- Photocopy and cut out cards from
  - Game Cards - Who am I - Cartoons or Celebrities

**Learning Objective:**

- Can you express meaning in multiple ways, in a variety of contexts...
- Can you ask questions and listen actively to understand what is being communicated?

**Note:** This game requires prior knowledge (cultural knowledge) of who these people are / topic.

- Prior knowledge plays an important part of communication, but we often don't think about it..
- I might misunderstand something because I don't understand the context of what you're saying.
- The sender may send a message.
- The receiver may properly decode the message, but simply not have the context / prior knowledge to *understand* the message.
- For example, I can decode a complex word and pronounce it (i.e. *pneumonoultramicroscopicsilicovolcanoconiosis*) but, I might have no idea of what it means. (This word refers to a lung disease. Source: [en.wikipedia.org/wiki/Longest\\_word\\_in\\_English](https://en.wikipedia.org/wiki/Longest_word_in_English))

**TEACHER TIP: Subject-based Modifications:**


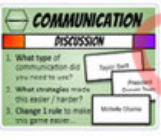
You could use this game to review vocabulary / concepts from class:

- History: Come up with your own list of explorers.
- Geography: vocabulary words around GDP...

Activity 1  
Who am I?

4 parts of  
communication



	<ul style="list-style-type: none"><li>• Math, it might be funny to come up with numbers. (Am I even?)</li><li>• Phys ed: it could be what sport am I...</li><li>• Health: it could be what food group am I...</li><li>• Science: it could be what element am I from the periodic table...</li></ul> <p><b>EXPLAINING THIS ACTIVITY</b> using the vocabulary from the 4 parts of Communication (video #1: <a href="https://youtu.be/3AYdHzUVmZY">https://youtu.be/3AYdHzUVmZY</a> )</p> <p><b>Who Am I</b> (Express meaning in multiple ways, ask questions, listen actively, verbal communication)</p> <ul style="list-style-type: none"><li>• How does communication break down in this activity?<ul style="list-style-type: none"><li>◦ If the <b>sender</b> or <b>receiver</b> doesn't have the same prior knowledge / cultural knowledge / language to <b>encode</b> / <b>decode</b> the <b>message</b>.</li><li>◦ <b>Feedback</b> was limited (because you could only answer yes or no...)</li></ul></li><li>• Strategies to improve communication:<ul style="list-style-type: none"><li>◦ Give more descriptive <b>feedback</b> than a one word answer. (Allow more than yes or no questions)</li><li>◦ Send the <b>message</b> in multiple ways (i.e. allow photos / visuals, and not just talking)</li><li>◦ Provide more knowledge / language to help the <b>sender</b> / <b>receiver</b> better <b>encode</b> / <b>decode</b> the message (i.e. work with a partner who can help provide some cultural context / language skills to a student who didn't speak the same language well.)</li></ul></li></ul>
 	<p>1. What type of communication did you need to use?</p> <ul style="list-style-type: none"><li>• Verbal communication</li></ul> <p>2a . What strategies made this easier</p> <p>Teacher prompt: What did you do in this activity to help you figure out who your person was?</p> <ul style="list-style-type: none"><li>• <b>Strategy: Start with broad general questions</b> and then try to narrow down. For example, ask am I male?</li><li>• <b>Strategy: Ask a friend.</b> You can ask for help if you're stuck. ( if you don't know the answer to the yes or no question, you could ask a friend to help you answer it.)</li><li>• <b>Strategy: Pass / skip the question / admit that you don't know.</b> If you can't answer a yes / no question, you could say you don't know the answer, and then go onto a different question that you could answer.</li><li>• <b>Strategy: Speak the same language</b> - this may not be obvious, but if the sender asked questions in French, if the audience</li></ul>

Communication  
break down

How to improve  
communication



	<p>wasn't able to decode French to understand the message, you wouldn't be able to play this game.</p> <p>2b. What strategies made this harder?</p> <p>Teacher prompt:</p> <ul style="list-style-type: none"><li>• What do you wish you are able to do in this game because that would have made it a lot easier?</li><li>• Who would find this game hard? What made this hard?</li></ul> <p>Possible student answer:</p> <ul style="list-style-type: none"><li>• This game would be hard if you didn't have the prior knowledge / of cultural knowledge of who these people were / topic.<ul style="list-style-type: none"><li>◦ The person answering questions needs to know who the person is</li><li>◦ The person asking questions needs to know who the person is to guess who they are.</li></ul></li><li>• This game would be hard if you didn't speak English (or the same language as the audience)<ul style="list-style-type: none"><li>◦ You may understand the topic / person on the card, but you may not be able to encode the message in the same language that the audience can decode.</li><li>◦ In this way, pictorial might be easier for students who are ESL because they can encode the message by drawing (without words)</li></ul></li></ul> <p>3. Change 1 rule to make this game easier...</p> <ul style="list-style-type: none"><li>• Being able to use the Internet to Google up who the person is might make this game easier (Strategy: research on the Internet)</li><li>• Strategy: Allow more than yes or no questions. Asking if your character was male or female. (So is the strategy is being able to give a detailed answer / more than a single one word answer – yes or no.)</li><li>• Strategy: Use photos / visuals - Am I this person? Hold a photo of the person that you found on the internet.</li><li>• Strategy: Work in partners (this might work because if you don't know the answer, your partner might)</li><li>• Teacher Strategy: Strategically partner students - have a student who is ESL work with a student who had many ideas.</li></ul>
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Harder  
communication

Change  
one rule



## Activity #2 Charades (slides 11-15) - 15 min

11 COMMUNICATION ACTIVITY #2 Charades

12 COMMUNICATION LEARNING SKILLS

13 COMMUNICATION CHARADES

14 COMMUNICATION CHARADES

**Charades** (Express meaning in multiple ways, non-verbal)

**Activity Overview:**  
Get your team to guess the word or phrase on the card, but you:

- cannot say anything,
- cannot point to anything in the room, and
- can only use your body for acting.

**Handout Preparation:**  
Photocopy and cut out cards from **Game Cards - Charades**

**Learning Objective:**  
Can you express meaning in multiple ways, in a variety of contexts...

**Note:** This game also requires prior knowledge (cultural knowledge) of who these people are / topic.

- The person acting needs to know who the person is
- The audience needs to know who the person is to guess well.

Recognizing that prior knowledge is part of communication is an important part of communication. I might misunderstand something because I don't understand the context of what you're saying.

**TEACHER TIP: Subject-based Modifications:**  
Use this game to review vocabulary / concepts that you are teaching.

**EXPLAINING THIS ACTIVITY using the vocabulary from the 4 parts of Communication (video #1: <https://youtu.be/3AYdHzUVmZY> )**

**Charades** (Express meaning in multiple ways, non-verbal)

How does communication break down in this activity?

- If the **sender** or **receiver** doesn't have the same prior knowledge / cultural knowledge / language to **encode** / **decode** the **message**.
- The **message** was limited because you can only act out the **message** (non-verbal)
- If the **sender** is shy or not extroverted, they may have difficulty **encoding** the **message** (acting in front of classmates)


Strategies to improve communication:

- Send the **message** in multiple ways. For example, allow verbal communication (talking), or **written** communication, or a visual image (photo)
- Send the **message** in a different way. If the audience (**receivers**) send you **feedback** that they are confused, then the **sender**

# Activity 2 Charades

4 parts of  
communication



	could try to <b>encode</b> the message in a different way. (Don't just repeat the action, but bigger or slower with more emphasis. Try something new.)
13 	<p>1. What type of communication did you need to use?</p> <ul style="list-style-type: none"><li>• Non-Verbal communication / Body Language</li></ul> <p>2a . What strategies made this easier</p> <p>Teacher prompt: What could you do in this activity to help give enough clues to guess the card?</p> <ul style="list-style-type: none"><li>○ <b>Strategy: Start with the most well known features.</b><ul style="list-style-type: none"><li>■ If I'm a sea turtle, I <b>should</b> start with <b>being slow...</b> as opposed to trying to describe laying eggs on the sandy beach <b>where</b> I was born.</li><li>■ Start with the fact that turtles have a hard shell as opposed to trying to act out a leather jacket or belt hoping to gain a link to a Leatherback turtle which would take a much greater depth of knowledge.</li><li>■ Most people would have the background knowledge and know turtles are slow.</li></ul></li><li>○ <b>Strategy: Try something new.</b><ul style="list-style-type: none"><li>■ If they don't guess the first clue, try describing a different feature of the word. Instead of constantly doing it over and over again and getting frustrated when the audience doesn't understand.</li></ul></li><li>○ <b>Strategy: Speak the same language</b> - this may not be obvious, but if the sender <b>asked</b> questions in French, if the audience wasn't able to <b>decode</b> French to understand the message, you wouldn't be able to play this game.</li></ul> <p>2b. What strategies made this harder?</p> <p>Teacher prompt:</p> <ul style="list-style-type: none"><li>• What do you wish you are able to do in this game because that would have made it a lot easier?</li><li>• Who might find the game hard? What makes the game hard?</li></ul> <p>Possible answer:</p> <ul style="list-style-type: none"><li>• <b>This game would be hard if you didn't have the background knowledge (cultural knowledge) of who these people were / topic.</b><ul style="list-style-type: none"><li>○ The person answering questions needs to know who the person is</li><li>○ The person asking questions needs to know who the person is to guess who they are.</li></ul></li></ul>

Communication  
strategies

Communication  
break down



- This game is hard because you can't talk
  - and people can misunderstand gestures (message).
- This game is hard based on your personality.
  - If you're shy, or not comfortable in front of a group, then you might make small gestures, or half-hearted gestures that people don't understand, so the message isn't sent clearly.
- This game would be hard if you didn't speak English (or the same language as the audience)
  - You may understand the topic / person on the card, but you may not be able to encode the message in the same language that the audience can decode.
  - In this way, pictionary might be easier for students who are ESL because they can encode the message by drawing (without words).

### 3. Change 1 rule to make this game easier...

Teacher Prompt: Why would this strategy make the game easier?

- **Strategy: Research on the Internet** Being able to use the Internet to Google up who the person is might make this game easier
  - You can get information / prior knowledge to be able to understand / clarify the message.
- **Strategy: Use verbal communication**
  - You can make the message more clear with words, or sound
- **Strategy: Use photos / visuals / writing words / props-**
  - These just make the message more clear if you can hold up a photo of the person that you found on the internet, or draw a picture.
- **Strategy: Work in partners** - The people acting could go up in a group and act together.
  - This might work if you don't know the answer,
  - If you're not comfortable being dramatic, the message might not get sent, or might be poorly sent, so working with a partner who enjoyed drama might make the message more clear.
- **Strategy: Allow pointing**
  - This allows feedback to let people know they're on the right track with their guesses.
- **Teacher Strategy: Strategically choose a card that you know the student will know what it is.**

Easier  
communication



### Activity #3 Pictionary (slides 16-20) - 15 min

16 COMMUNICATION ACTIVITY #3 Pictionary

17 COMMUNICATION LEARNING SKILLS

18 COMMUNICATION Pictionary

19 COMMUNICATION Pictionary

**Pictionary** (Express meaning in multiple ways, visual communication)

**Activity Overview:**

- Communicate using drawings - no words.
  - Can't talk, but you can draw
- How to Play:
  - you read the word or sentence off of the paper and
  - draw pictures to go with it so
  - your team can guess what is written down.
- Rules
  - You cannot use any words or numbers.
  - You can use different shapes and symbols to describe what you have read off of the paper.
  - You also cannot point to anything in the room or any person or yourself.
  - You cannot speak to give clues, and you also cannot gesture any clues
- Other resource to check out:  
<https://www.thegamegal.com/2010/11/06/pictionary/>

**Handout Preparation:**

- Photocopy and cut out cards from **Game Cards - Pictionary**

**Learning Objective:**

- Can you express meaning in multiple ways, in a variety of contexts...

**Note:** This game also requires prior knowledge (cultural knowledge) of who these people are / topic.

- The person acting needs to know who the person is
- The audience needs to know who the person is to guess who they are.


Recognizing that prior knowledge is part of communication is an important part of communication. I might misunderstand something because I don't understand the context of what you're saying.

**TEACHER TIP: Subject-based Modifications:**  
You could use this game to review vocabulary / concepts that you are teaching.

## Activity 3 Pictionary

## Learning objective



	<p>EXPLAINING THIS ACTIVITY using the vocabulary from the 4 parts of Communication (video #1: <a href="https://youtu.be/3AYdHzUVmZY">https://youtu.be/3AYdHzUVmZY</a> )</p> <p>Pictionary (Express meaning in multiple ways, visual communication)</p> <p>How does communication break down in this activity?</p> <ul style="list-style-type: none"><li>• If the <b>sender</b> or <b>receiver</b> doesn't have the same prior knowledge / cultural knowledge / language to <b>encode</b> / <b>decode</b> the <b>message</b>.</li><li>• The <b>message</b> is unclear (too small, not enough detail)</li></ul> <p>Strategies to improve communication:</p> <ul style="list-style-type: none"><li>• Send the <b>message</b> in a different way. If the audience (<b>receivers</b>) send you <b>feedback</b> that they are confused, then the <b>sender</b> could try to <b>encode</b> the message in a different way. (Try using a homonym, or a different feature of the word.)</li><li>• Give more clear <b>feedback</b>. (If the audience is close to getting it, you could draw arrows at the correct area to encourage that line of thinking.)</li></ul>
	<p>1. What type of communication did you need to use?</p> <ul style="list-style-type: none"><li>• Visual communication</li><li>• Teacher Tip: This is not written communication because <b>Written communication</b> involves any type of message that makes use of the <b>written</b> word.</li><li>• Source: <a href="https://study.com/academy/lesson/what-is-written-communication-in-business-definition-types-examples.html">https://study.com/academy/lesson/what-is-written-communication-in-business-definition-types-examples.html</a></li></ul> <p>2a . What strategies made this easier</p> <ul style="list-style-type: none"><li>• Teacher prompt: What could you do in this activity to help give enough clues to guess the card?</li><li>• Strategy: Start with the most well known features.<ul style="list-style-type: none"><li>■ If I'm a sea turtle, I should start with being slow... as opposed to trying to describe laying eggs on the sandy beach where I was born.</li><li>■ Start with the fact that turtles have a hard shell as opposed to trying to act out a leather jacket or belt hoping to gain a link to a Leatherback turtle which would take a much greater depth of knowledge.</li><li>■ Most people would have the background knowledge and know turtles are slow.</li></ul></li><li>• Strategy: Try something new.<ul style="list-style-type: none"><li>■ If they don't guess the first clue, try describing a different feature of the word. Instead of constantly doing it over and over again and getting frustrated when the audience doesn't understand.</li></ul></li></ul>

Communication  
break down

Easier  
communication



	<ul style="list-style-type: none"> <li>○ <b>Strategy: Use homonyms</b> <ul style="list-style-type: none"> <li>■ If the word is knight, and you're not good at drawing medieval knights, you could draw a moon in a dark sky.</li> <li>■ If the word is sink, and the audience doesn't get the idea of kitchen sink, you could draw a boat going down in the water...</li> </ul> </li> <li>○ <b>Strategy: Big drawings</b> <ul style="list-style-type: none"> <li>■ If you draw something small, the audience may not see it, or the subtle nuances of what you're drawing. The details get lost (The message is unclear)</li> </ul> </li> <li>○ <b>Strategy: Give feedback</b> <ul style="list-style-type: none"> <li>■ Someone could guess something, and then you could give feedback by drawing an arrow at the correct or incorrect area. (Provide feedback to the audience.)</li> </ul> </li> <li>○ <b>Strategy: Use colour / arrows / circle</b> <ul style="list-style-type: none"> <li>■ Highlight important parts of the message.</li> </ul> </li> </ul> <p>2b. What strategies made this harder?</p> <ul style="list-style-type: none"> <li>• Teacher prompt: <ul style="list-style-type: none"> <li>○ What do you wish you are able to do in this game because that would have made it a lot easier?</li> <li>○ Who would find this game hard? What made this game hard?</li> </ul> </li> <li>• Possible answer: <ul style="list-style-type: none"> <li>○ This game would be hard if you didn't have the background knowledge (cultural knowledge) of who these people were / topic. <ul style="list-style-type: none"> <li>■ The person drawing needs to know who the person is</li> <li>■ The audience guessing needs to know who the person is to guess who they are.</li> </ul> </li> <li>○ This game is hard because you might be bad at drawing <ul style="list-style-type: none"> <li>■ and people can misunderstand drawings (message)</li> </ul> </li> <li>○ This game is hard based on your personality. <ul style="list-style-type: none"> <li>■ If you're shy, or not comfortable drawing, the message may not be clear.</li> </ul> </li> </ul> </li> </ul>
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Harder  
communication



Change  
one rule

	<ul style="list-style-type: none"><li>○ This game is hard if there are multiple versions of the object.<ul style="list-style-type: none"><li>■ All four-legged animals kind of look the same... is it a horse, donkey, dog</li><li>■ If the card says "home", you might draw a house, but other people live in an apartment building.</li></ul></li></ul> <p>3. Change 1 rule to make this game easier...</p> <ul style="list-style-type: none"><li>● Teacher Prompt: Why would this strategy make the game easier?</li><li>● Strategy: Research on the Internet Being able to use the Internet to Google up who the person is might make this game easier<ul style="list-style-type: none"><li>○ You can get information / prior knowledge to be able to understand / clarify the message.</li></ul></li><li>● Strategy: Use verbal communication<ul style="list-style-type: none"><li>○ You can make the message more clear with words, or sound</li></ul></li><li>● Strategy: Use photos / visuals / writing words / props-<ul style="list-style-type: none"><li>○ These just make the message more clear if you can hold up a photo of the person that you found on the internet, or draw a picture.</li></ul></li><li>● Strategy: Work in partners - The people acting could go up in a group and act together.<ul style="list-style-type: none"><li>○ This might work if you don't know the answer,</li><li>○ If you're not comfortable being dramatic, the message might not get sent, or might be poorly sent, so working with a partner who enjoyed drama might make the message more clear.</li></ul></li><li>● Strategy: Allow pointing<ul style="list-style-type: none"><li>○ This allows feedback to let people know they're on the right track with their guesses.</li></ul></li><li>● Teacher Strategy: Strategically choose a card that you know the student will know what it is.<ul style="list-style-type: none"><li>○ This ensures the student has background knowledge / understanding of the topic to be able to encode the message and act it out.</li><li>○ It either allows for a more clear message</li></ul></li></ul>
OPTIONAL:	Students can do the review handout (Review - Lesson A1)



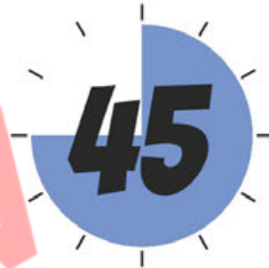


## COMMUNICATION - LESSON A2: 45 min

### Communication Activities Part 2 (slides 21 - 34)

#### OVERVIEW

- Activity #4 Taboo (slides 21-25) - 15 min
- Activity #5 Follow the leader (slides 26-29) - 15 min
- Activity #6 Counting numbers (slides 30-34) - 15 min



#### MATERIALS

- Slideshow ([Slideshow ALL](#), [Slideshow - Section A](#), or [Slideshow - Lesson A2](#))
- Cut out cards from [Game Cards - Taboo](#)
- Class set of lesson review questions ([Review - Lesson A2](#))

#### Activity #4 Taboo (slides 21-25) - 15 min

	<b>Taboo</b> (Express meaning in multiple ways, verbal communication)
	<b>Activity Overview:</b> <ul style="list-style-type: none"><li>• Get a teammate to say the word on the card, but you can't describe the word using anything from the list of banned words.</li><li>• If you use any banned word, the other team gets the point.</li><li>• Other resources: <a href="http://relatedwords.org/">http://relatedwords.org/</a></li></ul>
	<b>Possible Variations:</b> <ul style="list-style-type: none"><li>• How many Taboo cards can you go through in a certain amount of time (i.e. 1 minute)<ul style="list-style-type: none"><li>◦ Each card successfully completed is worth 1 point.</li><li>◦ If you say a banned word, the card is buzzed and you go onto the next card.</li></ul></li></ul>
	<ul style="list-style-type: none"><li>• You have 30 sec to get your team to say the word on the card.<ul style="list-style-type: none"><li>◦ If you say a banned word, the other team gets the point, and your turn is done.</li></ul></li></ul>
	<b>Handout Preparation:</b> <ul style="list-style-type: none"><li>• Photocopy and cut out cards from <a href="#">Game Cards - Taboo</a></li></ul>

# Lesson A2


## Activity 4 Taboo



	<p><b>Learning Objective:</b></p> <ul style="list-style-type: none"><li>• Can you express meaning in multiple ways, in a variety of contexts...</li><li>• Can you clearly express yourself, verbally,</li></ul> <p><b>Note:</b> This game requires both the sender (person talking) and the receiver to have (audience) prior knowledge of these vocabulary words. Recognizing that prior knowledge is part of communication is an important part of communication. I might misunderstand something because I don't understand the context of what you're saying.</p> <p><b>TEACHER TIP: Subject-based Modifications:</b></p> <p>You could use this game to review vocabulary / concepts that you are teaching. * this really gets into how well the students know / understand the vocabulary.</p> <ul style="list-style-type: none"><li>• <b>Math</b> - Guess the word: Algebra<ul style="list-style-type: none"><li>◦ Banned words: Expression, Variable, Letters (a,b,c,...x,y,z), Equals, Equation</li></ul></li><li>• <b>Literacy</b> - Guess the word: Harry Potter (or a character from a novel you're studying)<ul style="list-style-type: none"><li>◦ Banned Words: J.K. Rowling, Voldemort, Hermione, Hogwarts, Quidditch</li></ul></li><li>• <b>Science</b> - Guess the word: Particle theory of matter<ul style="list-style-type: none"><li>◦ Banned words: Atoms, Matter, Move, Energy, Solid</li></ul></li></ul> <p><b>EXPLAINING THIS ACTIVITY</b> using the vocabulary from the 4 parts of Communication (video #1: <a href="https://youtu.be/3AYdHzUVmZY">https://youtu.be/3AYdHzUVmZY</a> )</p> <p><b>Taboo</b> (Express meaning in multiple ways, verbal communication)</p> <p>How does communication break down in this activity?</p> <ul style="list-style-type: none"><li>• If the sender or receiver doesn't have the same prior knowledge / cultural knowledge / language to encode / decode the message.</li><li>• The message is unclear (only allowed verbal communication - talking; can't act out the word with non-verbal communication)</li></ul> <p><b>Strategies to improve communication:</b></p> <ul style="list-style-type: none"><li>• Send the message in a different way. If the audience (receivers) send you feedback that they are confused, then the sender could try to encode the message in a different way. (Try using a synonym, try using more words to explain.)</li></ul>
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4 parts of  
communication



	<ul style="list-style-type: none"><li>• Provide more knowledge / language to help the <b>sender / receiver</b> better <b>encode / decode</b> the message (i.e. allow research on the internet to get more information about the word, allow partners to provide more prior knowledge to <b>encode</b> the <b>message</b> better)</li></ul>
<div>25</div> <div></div>	<p>1. What type of communication did you need to use?</p> <ul style="list-style-type: none"><li>• <b>Verbal</b> communication</li></ul> <p>2a . What strategies made this easier</p> <ul style="list-style-type: none"><li>• Teacher prompt: What could you do in <b>this</b> activity to help give enough clues to guess the card?<ul style="list-style-type: none"><li>◦ <b>Strategy: Look at the banned words before you start</b><ul style="list-style-type: none"><li>■ If you <b>don't</b> remember the <b>vocabulary</b> word, you <b>could</b> look at the <b>banned words</b> for clues about what the <b>topic</b> is (activating your <b>prior knowledge</b> before <b>encoding</b> the message.)</li><li>■ Know what the <b>banned words</b> are so you can avoid them</li></ul></li><li>◦ <b>Strategy: Keep the card in your hand</b><ul style="list-style-type: none"><li>■ Look down at the <b>card</b> to make sure you <b>don't</b> say the <b>banned word</b>. (Make sure you <b>don't</b> <b>encode</b> the message with those <b>banned words</b>.)</li></ul></li><li>◦ <b>Strategy: Use synonyms</b><ul style="list-style-type: none"><li>■ If you can't say <b>energy</b>, say moving quickly.</li><li>■ If you can't say <b>big</b>, say large.</li></ul></li><li>◦ <b>Strategy: Use many words</b><ul style="list-style-type: none"><li>■ What might give a hint to one person, may not work for another team mate, so if you use many words, you increase the chance that your message is understood.</li></ul></li></ul></li></ul> <p>2b. What strategies made this harder?</p> <ul style="list-style-type: none"><li>• Teacher prompt:<ul style="list-style-type: none"><li>◦ What do you wish you are able to do in this game because that would have made it a lot easier?</li><li>◦ Who would find this game hard? What made this hard?</li></ul></li><li>• Possible answer:<ul style="list-style-type: none"><li>◦ <b>This game would be hard if you don't have a deep knowledge of the concept and broad vocabulary</b><ul style="list-style-type: none"><li>■ The person drawing needs to know the concept</li><li>■ The audience guessing needs to know the concept</li></ul></li></ul></li></ul>

Easier  
communication




Change  
one rule

- This game is hard because you have a limited amount of time
  - This might be stressful.
  - It may not be enough time to send the message clearly.
- 3. Change 1 rule to make this game easier...
  - Teacher Prompt: Why would this strategy make the game easier?
  - **Strategy: Research on the Internet** Being able to use the Internet to Google up who the person is might make this easier
    - You can get information / prior knowledge to be able to understand / clarify the message.
  - **Strategy: Draw a diagram / act it out**
    - These just make the message more clear if you can hold up a photo of the person that you found on the internet, or draw a picture.
  - **Strategy: Work in partners** - The people acting could go up in a group and act together.
    - This might work if you don't know the answer,
    - Just because you get 30 seconds of time, you may not be able to fill 30 seconds of time, and your partner can help give clues.
  - **Strategy: Allow pointing**
    - This allows feedback to let people know they're on the right track with their guesses.
  - **Teacher Strategy: Strategically choose a card that you know the student will know what it is.**


Activity 5 Follow  
the Leader

Activity #5 Follow the leader (slides 26-29) - 15 min


26

**COMMUNICATION**  
ACTIVITY 115  
Follow the Leader

27

**COMMUNICATION**  
LEARNING SKILLS  
Do you communicate well?  
• Can you explain something to someone else in a variety of ways?  
• Can you use a variety of words to describe something?  
• Can you use a variety of actions to describe something?  
• Can you use a variety of sounds to describe something?  
• Can you use a variety of gestures to describe something?

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**COMMUNICATION**  
FOLLOW THE LEADER  
• Sit in a circle  
• Choose a detective who leaves  
• Choose a leader to do actions  
• Everyone copies the leader  
• Detective comes back and tries to figure out who the leader is

**Follow the Leader** (Express meaning in multiple ways, non-verbal communication)

**Activity Overview:**

- A "detective" is sent out of the room. A "leader" is chosen from the remaining students. Students sit in a circle and have to copy the actions of the "leader." The detective comes back and tries to figure out who the leader is.
- Actions include: Clap, snap, tap feet, stand up, shake legs, tap head, rub belly, chew



	<p><b>Handout Preparation:</b></p> <ul style="list-style-type: none"><li>• None</li></ul> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"><li>• Can you express meaning in multiple ways, in a variety of contexts...</li></ul> <p><b>Note:</b></p> <ul style="list-style-type: none"><li>• The leader is the "sender" of an action (message)</li><li>• The students in the circle are the "receivers" of the message. The "feedback" is when they start copying the action.</li><li>• Some of the other students might notice that a classmate isn't paying attention and copying the leader. So then they have to "send" a message to the classmate to try to get them to copy the leader. The feedback might be that the classmate starts to do the correct action.</li><li>• This requires reading non-verbal cues to keep up.</li><li>• Depending on how slowly the classmates "receive" the message, the detective will be able to narrow down and guess who is the original "sender" of the message (i.e. the leader)</li></ul> <p><b>EXPLAINING THIS ACTIVITY</b> using the vocabulary from the 4 parts of Communication (video #1: <a href="https://youtu.be/3AYdHzUVmZY">https://youtu.be/3AYdHzUVmZY</a> )</p> <p><b>Follow the Leader</b> (Express meaning in multiple ways, non-verbal communication)</p> <p>How does communication break down in this activity?</p> <ul style="list-style-type: none"><li>• Limited ways for the leader (sender) to send the message (pattern for the other students to follow) - you can only use non-verbal communication</li><li>• Hard for the detective (receiver) to intercept the message from the leader (sender) because it is visual / non verbal. (If the detective isn't looking at the right spot, they can't see who started)</li></ul> <p><b>Strategies to improve communication:</b></p> <ul style="list-style-type: none"><li>• Students in the circle (receivers) should try to decode the message quickly so you don't have to stare at the leader and accidentally provide a non-verbal message to the detective about who the leader is.</li><li>• If you want the detective to win, students in the circle (sender) should make the message more clear to the detective (receiver) about who the leader is by staring or pointing at the leader (non-verbal communication) or just saying who the leader is (verbal / talking)</li></ul>
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4 parts of communication



29

**COMMUNICATION**  
**Discussion**  

- What type of communication did you need to use?
- What strategies made this easier / harder for the leader? For the detective?
- Change 1 rule to make this game easier for the leader? For the detective?

1. What type of communication did you need to use?

- Non-Verbal communication / Body Language

2a. What strategies made this easier for the leader?

- Teacher prompt: What could the leader do to make it **HARDER** for *the detective* to figure out who the leader was?
  - Strategy: Only use quiet non-verbal actions.**
    - Verbal / noisy clues help the detective to hear you.
  - Strategy: Make sure the detective isn't looking at you.**
    - So, it's hard to see *that* you changed actions first.
- Teacher prompt: What could the people sitting in the circle do to make it **HARDER** for *the detective* to find the leader?
  - Strategy: Stare at a different student in the circle**
    - This could confuse the detective because if you're looking at someone, we assume that they're sending you a message. (i.e. they're the leader)
    - So you're bluffing.
  - Strategy: Subtly pay attention to the leader so you could switch to the new action right away.**
    - If everyone in the circle switched right away, it would be really hard for the detective to try to figure out where the original message came from.

2b. What strategies made this harder for the leader?

- Teacher prompt: What could the leader do to make it **EASIER** for *the detective* to figure out who the leader was?
  - Strategy: Wait until the detective was looking at you**
    - So it's obvious that you switched to a new action (message) because no one else was doing it yet.
- Teacher prompt: What could the people sitting in the circle do to make it **EASIER** for *the detective* to find the leader?
  - Strategy: Stare directly at the leader**
    - If multiple people are all staring at the leader (i.e. which sends a non-verbal message to the detective) then that person is probably the leader
    - The detective is getting the same message from multiple people, so it's probably correct.

3. Change 1 rule to make this game easier...

Easier  
strategies

Harder  
strategies

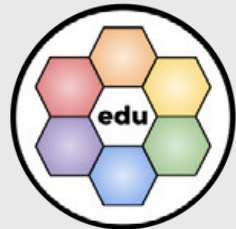



	<ul style="list-style-type: none"> <li>Teacher Prompt: How could you rig the game so the leader wins? <ul style="list-style-type: none"> <li><b>Rule: Blindfold the detective</b> <ul style="list-style-type: none"> <li>The detective (receiver) is looking for clues (non-verbal message) from the circle (sender).</li> <li>If you blindfold the detective, they can't receive non-verbal messages from the circle...</li> </ul> </li> <li><b>Rule: People in the circle don't have to copy the leader</b> <ul style="list-style-type: none"> <li>If there's still a leader, but <b>no</b> one is copying them, the detective doesn't receive a message about who the leader is. It becomes a random guess.</li> </ul> </li> </ul> </li> <li>Teacher Prompt: How could you rig the game so that the detective would win? <ul style="list-style-type: none"> <li><b>Rule: People in the circle HAVE to look at the leader.</b></li> <li><b>Rule: People in the circle HAVE to wait a second before they switch to the new action</b></li> <li><b>Rule: The leader has to do actions that you can hear (i.e. clapping) or they have to make sound effects.</b> <ul style="list-style-type: none"> <li>So it's easier for the detective to hear the original message from the sender.</li> </ul> </li> </ul> </li> </ul>
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Activity #6 Counting numbers (slides 30-34) - 15 min

<div> <div>30</div> <div> </div> </div> <div> <div>31</div> <div> </div> </div> <div> <div>32</div> <div> </div> </div> <div> <div>33</div> <div> </div> </div>	<p><b>Counting Numbers</b> ("Listen" actively to understand what is communicated, non-verbal communication)</p> <p><b>Activity Overview:</b></p> <ul style="list-style-type: none"> <li>This is a <b>Drama</b> / spatial awareness game. If you're performing in a play, you can't talk or gesture to a different performer when you're in the middle of a play. But you need to be aware of your other actors. (You can't talk to other actors in the middle of the scene or point to someone to tell them what to do... that would break character.)</li> <li>The group stands in circle and the timed challenge is for the group to count numbers in order 1,2,3... <ul style="list-style-type: none"> <li>Students need to look around.</li> <li>They need to keep their hands by their sides</li> <li>No gestures or pointing.</li> </ul> </li> <li>Each person has to say a number but if two people speak at the same time, they have to restart.</li> </ul> <p><b>Handout Preparation:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>
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Activity 6 Count Numbers



	<p><b>Learning Objective:</b></p> <ul style="list-style-type: none"><li>Can your "listen" actively to understand what is being communicated (through non-verbal communication)</li></ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"><li>Students needs to send and receive non-verbal cues to other people in the circle (But they are not allowed to gesture or point)</li><li>This game can be done multiple times over several days to see how far down the numbers they can go. Once the class completes all of the numbers, see how fast they can do it!</li></ul> <p><b>EXPLAINING THIS ACTIVITY using the vocabulary from the 4 parts of Communication (video #1: <a href="https://youtu.be/3AYdHzUVmZY">https://youtu.be/3AYdHzUVmZY</a> )</b></p> <p><b>Counting Numbers</b> ("Listen" actively to understand what is communicated, non-verbal communication)</p> <p>How does communication break down in this activity?</p> <ul style="list-style-type: none"><li>The <b>message</b> is unclear because students (<b>receivers</b>) can't tell for sure from the non-verbal signals / <b>messages</b> from the other classmates (<b>senders</b>) who is going to say the next number. Students may also not be looking at the right person (<b>sender</b>) who is trying to show that they are going to say the next number.</li></ul> <p>Strategies to improve communication:</p> <ul style="list-style-type: none"><li>The students in the circle (<b>receiver</b>) can look around and be aware / searching for the next student (sender) who might send a clue / <b>message</b> that they are going to say the next number.</li><li>Build more prior knowledge over time to help students <b>decode</b> meaning. Students in the circle (receiver) get to know the styles of the other students (go first / go last) and this provides more prior knowledge to help them better <b>decode</b> the <b>message</b> from their classmates (<b>senders</b>) about who is going to say the next number.</li><li>Allow a more clear <b>message</b> by using talking (verbal communication) or pointing (non-verbal). I.e a student (<b>sender</b>) could point at the next person (<b>message</b>) and do an eye gesture: are you going next. The other person could shake their head, no or yes, as <b>feedback</b>.</li></ul>
<p>34</p> 	<p>1. What type of communication did you need to use?</p> <ul style="list-style-type: none"><li>Non-Verbal communication / Body Language</li></ul> <p>2a . What strategies made this easier?</p> <ul style="list-style-type: none"><li>Teacher prompt: What could you do so you don't mess up and say a number at the same time as someone else?</li></ul>

4 parts of communication



	<ul style="list-style-type: none"><li>○ <b>Strategy: Look around.</b><ul style="list-style-type: none"><li>■ If you look around, you might make eye contact with someone and try to nod for them to go.</li></ul></li><li>○ <b>Strategy: Pay attention</b><ul style="list-style-type: none"><li>■ Try to remember who has already gone so you know they won't speak at the same time as you.</li><li>■ Try to get used to people's styles - some people like to go right away, and others tend to wait...</li></ul></li><li>○ <b>Strategy: Wait and go last</b><ul style="list-style-type: none"><li>■ Chances are, <b>someone</b> is going to go before you. So wait... <b>and</b> make sure the coast is clear before saying <b>your</b> number.</li></ul></li><li>○ <b>Strategy: Go first</b><ul style="list-style-type: none"><li>■ Once you <b>get</b> your number <b>out</b>, you don't have to worry about <b>messing up</b> later when <b>the</b> stakes are higher (and a lot of people have already gone)</li></ul></li></ul> <p>2b. What <b>strategies</b> made this harder for the <b>group</b> to compete?</p> <ul style="list-style-type: none"><li>• Teacher prompt: Why did the <b>group</b> mess up <b>sometimes</b>? Was it <b>easier</b> or <b>harder</b> at the beginning of the game or <b>towards</b> the end of the game.<ul style="list-style-type: none"><li>○ <b>Strategy: Just blurt the next number right away</b><ul style="list-style-type: none"><li>■ If everyone did this, <b>then</b> chances are two people would do it at <b>the same</b> time.</li></ul></li><li>○ <b>Strategy: Don't keep track</b><ul style="list-style-type: none"><li>■ If you say the wrong number, the group has to restart, so pay attention so you don't mess up.</li></ul></li></ul></li></ul> <p>3. <b>Change 1</b> rule to make this game easier...</p> <ul style="list-style-type: none"><li>• Teacher Prompt: Why is this game hard?<ul style="list-style-type: none"><li>○ Because you can't communicate to plan the order.</li><li>○ Because non-verbal communication can be unclear and easily misunderstood by the receiver.</li></ul></li><li>• <b>Rule: Allow pre-planning</b><ul style="list-style-type: none"><li>○ Students could discuss and figure out an order..</li></ul></li><li>• <b>Rule: Allow gestures / pointing</b><ul style="list-style-type: none"><li>○ The challenge with this game is the non-verbal communication is unclear. If you're allowed to point to the next person to go, then it would be easier.</li></ul></li></ul>
OPTIONAL:	Students can do the review handout <b>(Review - Lesson A2)</b>

Harder  
strategies

Change  
one rule



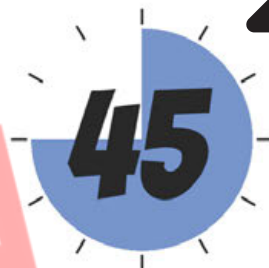


## COMMUNICATION - LESSON A3: 45 min

### Communication Activities Part 3 (slides 35 - 52)

#### OVERVIEW

- Activity #7 Twenty Questions (slides 35-39) - 15 min
- Activity #8 Describe the Drawing (slides 40-52) - 30 min
  - Round 1 (slide 40-45)
  - Round 2 (slide 46-48)
  - Round 3 (slide 49-50)
  - Round 4 (slide 51-52)



#### MATERIALS

- Slideshow (**File 3 Slideshow ALL**, **File 3a Lesson A**, or **File 3a Lesson A3 Slideshow**)
- Cut out cards from **Game Cards - Describe the Drawing**
- Class set of **Handout - Describe the Drawing**
- Class set of lesson review questions (**Review - Lesson A3**)


#### Activity #7 Twenty Questions (slides 35-39) - 15 min

	<b>Twenty Questions</b> (Express meaning in multiple ways, ask questions / listen actively; verbal communication)
	<b>Activity Overview:</b> <ul style="list-style-type: none"><li>• Someone chooses something (a person, place, thing, or idea.)</li><li>• The class can ask 20 yes or no questions to see if they can figure out what the person is.</li></ul>
	<b>Handout Preparation:</b> <ul style="list-style-type: none"><li>• None</li></ul>
	<b>Learning Objective:</b> <ul style="list-style-type: none"><li>• Can you express meaning in multiple ways, in a variety of contexts...</li><li>• Can you ask questions and listen actively to understand?</li></ul> <b>Note:</b> <ul style="list-style-type: none"><li>• Teacher should model the first example</li><li>• You may want to set a theme (to help students come up with good things to be: school, transportation, city...)</li><li>• Afterwards, debrief - what makes a great question?</li><li>• Here's a great website explaining more information about 20 questions; <a href="http://barelybad.com/20_questions.htm">http://barelybad.com/20_questions.htm</a></li></ul>

# Lesson A3

## Activity 7 20 Questions



	<p>When students do it, we suggest they write down on a piece of paper what they are and give it to the teacher</p> <ul style="list-style-type: none"><li>For younger students, the teacher can step in if the student's answer gives a vague response.</li><li>For older students, the teacher can record what question was asked / vague for class discussion / analysis afterwards.</li></ul> <p><b>TEACHER PRO TIP:</b></p> <ul style="list-style-type: none"><li>You could choose a theme to be something from a novel or subject that you are studying in class. (For example, you have to be something from <i>Romeo and Juliet</i> ... algebra... )</li></ul> <p><b>EXPLAINING THIS ACTIVITY using the vocabulary from the 4 parts of Communication (video #1: <a href="https://youtu.be/3AYdHzUVmZY">https://youtu.be/3AYdHzUVmZY</a> )</b></p> <p><b>Twenty Questions</b> (Express meaning in multiple ways, ask questions / listen actively; verbal communication)</p> <p>How does communication break down in this activity?</p> <ul style="list-style-type: none"><li>The <b>feedback</b> is unclear because the student (<b>receiver</b>) answering questions (<b>messages</b>) from the class (<b>sender</b>) can only answer "yes" or "no".</li><li>If the <b>sender</b> or <b>receiver</b> doesn't have the same prior knowledge / cultural knowledge / language to <b>encode</b> / <b>decode</b> the <b>message</b>. If I choose an object that you have no idea what it is, there's no way you can guess the object if you lack the vocabulary or prior knowledge.</li></ul> <p>Strategies to improve communication:</p> <ul style="list-style-type: none"><li>Allow more descriptive <b>feedback</b> from the student (<b>receiver</b>) answering questions to elaborate or better explain their answer.</li><li>Allow other forms of communication in the <b>message</b> or <b>feedback</b>. For example, are you this... and show a picture (i.e. visual <b>message</b>)</li></ul>
	<p>1. What type of communication did you need to use?</p> <ul style="list-style-type: none"><li>Verbal communication</li></ul> <p>2a . What strategies made this easier?</p> <ul style="list-style-type: none"><li>Teacher prompt: What makes a good question?<ul style="list-style-type: none"><li><b>Strategy: Ask questions in a way that you know the student can understand and answer correctly.</b><ul style="list-style-type: none"><li>If the audience member (sender) asks a really complicated question (message), the student answering the questions (receiver) may not understand the question, and then say an incorrect answer, or "I don't know..." and waste a question.</li></ul></li></ul></li></ul>

4 parts of communication

Easier Strategies



	<ul style="list-style-type: none"> <li>○ <b>Strategy: Ask broad questions in the beginning to narrow down possibilities.</b> <ul style="list-style-type: none"> <li>■ The first questions should try to identify the general categories</li> <li>■ This way, both answers helps narrow down the possibilities: Are you a person? a place? alive?</li> </ul> </li> <li>○ <b>Strategy: Listen.</b> <ul style="list-style-type: none"> <li>■ Don't waste questions</li> </ul> </li> <li>○ <b>Strategy: Remember what was said.</b> <ul style="list-style-type: none"> <li>■ Or you might waste a question...</li> </ul> </li> <li>○ <b>Bonus Strategy: Write down questions / answers</b> <ul style="list-style-type: none"> <li>■ You could even write down answers to help you.</li> </ul> </li> </ul> <p>2b. What strategies made this harder for the group to guess?</p> <ul style="list-style-type: none"> <li>• Teacher prompt: What wastes a question? What makes a question a bad question? <ul style="list-style-type: none"> <li>○ <b>Strategy: Too specific too early</b> <ul style="list-style-type: none"> <li>■ If you ask a very specific question at the beginning out of the blue (i.e. are you a bear?), chances are the answer is no, and you haven't really found out any more clues about the other person.</li> </ul> </li> <li>○ <b>Strategy: Don't keep track of answers / Don't pay attention</b> <ul style="list-style-type: none"> <li>■ You might waste a question by asking a question that was already asked... or too similar.</li> </ul> </li> <li>○ <b>Strategy: Choose a very obscure / unknown item when it's your turn to choose an object.</b> <ul style="list-style-type: none"> <li>■ Not all of the students in your class will know the song "Hey Jude" by the Beatles... so it would be impossible for them to guess this answer.</li> </ul> </li> </ul> </li> </ul> <p>3. Change 1 rule to make this game easier...</p> <ul style="list-style-type: none"> <li>• Teacher Prompt: Why is this game hard? <ul style="list-style-type: none"> <li>○ Because both the student choosing an object and the audience needs prior knowledge of the item.</li> <li>○ Because some students are not very good at providing correct answers to questions (misinformation).</li> </ul> </li> <li>• <b>Rule: Allow access to the internet</b> <ul style="list-style-type: none"> <li>○ Both the student answering questions and the students asking questions could use the internet to fact check before answering the question...</li> </ul> </li> </ul>
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Harder  
strategies

Change  
one rule



Activity #8 Describe the Drawing (slides 40-52) - 30 min  
Round 1 (slide 40-45)

40

41

42

**Describe the Drawing** (Express meaning in multiple ways, ask questions / listen actively; clearly express yourself, verbal)

**Activity Overview:**

- Students work in partners. One partner has a picture and has to describe the item to their partner so the other person can draw it.
- The game is played in 4 rounds with the first round being the most restrictive.
- In each round, you remove one restriction, so that students can see the effect of different parts of communication.

**Handout Preparation:**

- Cut out cards from **Game Cards - Describe the Drawing**
- Students need their own copy of **Handout - Describe the Drawing**

**Learning Objective:**

- Can you express meaning in multiple ways, in a variety of contexts...
- Can you ask questions and listen actively to understand what is being communicated?
- Can you clearly express yourself, verbally

**TEACHER PRO TIP:**

- You could choose a theme to be something from a novel or subject that you are studying in class. (For example, find your own pictures of pulleys and gears, historical items, etc)

**EXPLAINING THIS ACTIVITY** using the vocabulary from the 4 parts of Communication (video #1: <https://youtu.be/3AYdHzUVmZY> )

**Describe the Drawing** (Express meaning in multiple ways, ask questions / listen actively; clearly express yourself, verbal)



How does communication break down in this activity?

- The **message** can be confusing because the person describing the card (Partner A / **sender**) can only describe shapes, numbers, and position on the paper (**message**) to the student drawing the picture (Partner B / **receiver**).
- There is no **feedback**.
  - The person drawing the picture (Partner B / **receiver**) cannot ask questions or confirm they understood the instruction (**message**)

8 Describe  
the Drawing

4 parts of  
communication




	<ul style="list-style-type: none"><li>○ The person describing the card (Partner A / <b>sender</b>) is not allowed to look at their partner's drawing to see if they understood the instructions. (visual information)</li><li>• The <b>sender</b> and <b>receiver</b> don't have the same prior knowledge to <b>encode / decode</b> the <b>message</b> because the person describing the card (Partner A / <b>sender</b>) is not allowed to introduce the object (we're drawing a house) to provide context to help the person drawing the picture (Partner B / <b>receiver</b>) - now let's draw a rectangle for the front door.</li></ul> <p>Strategies to improve communication:</p> <ul style="list-style-type: none"><li>• Allow (more clear) <b>feedback</b> so the person describing the card (Partner A / <b>sender</b>) knows if they need to try to <b>encode</b> the <b>message</b> differently (with different instructions to correct the drawing.)</li><li>• Send the <b>message</b> in a different way. If the person describing the card (Partner A / <b>sender</b>) could draw (encode) what they meant (the message), then the message would be more clear. (We're going to draw a cloud, kind of like this... and draw the cloud portion of the picture)</li><li>• Allow time for the message to get <b>decoded</b> properly. If the person (Partner A / <b>sender</b>) sending instructions (<b>encoding messages</b>) is going too quickly, the person drawing the picture (Partner B / <b>receiver</b>) may miss some instructions (<b>messages</b>) because they were busy drawing the first step.</li></ul>
<div><div>43</div><div></div></div> <div><div>44</div><div></div></div>	<p>There are 4 rounds in this activity (although you may choose to break it down into fewer or more rounds.)</p> <ul style="list-style-type: none"><li>• The rules remove an aspect of communication and in each progressive round, you add back a feature of communication.</li><li>• The goal of doing this in separate rounds is to help students recognize the role of different parts of communication.</li></ul> <p><b>Round 1:</b></p> <p>The person describing the card (Partner A) can only describe shapes, numbers, and position on the paper.</p> <ul style="list-style-type: none"><li>• They are not allowed to look at their partner's drawing, so there's <b>no VISUAL feedback</b> to see if their partner understood the instruction (or if they need to communicate more clearly)</li><li>• They are not allowed to explain WHAT they are drawing, so they can't <b>activate PRIOR KNOWLEDGE</b> so their partner can fill in the missing gaps in the instructions<ul style="list-style-type: none"><li>○ So you can't say, "We're going to draw the roof of the house, so draw a triangle."</li></ul></li></ul>

Improve  
communication

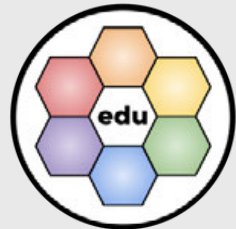
Round  
1



	<ul style="list-style-type: none"><li>○ They can only say, "Draw a triangle at the top of the page."</li><li>○ If the person drawing the image (Partner B) knew they were drawing the roof of a house, they would probably guess the triangle would be pointing up and would be towards the top of the page. Their prior knowledge would fill in the missing gaps.</li></ul> <p>The person drawing the image (Partner B)...</p> <ul style="list-style-type: none"><li>• They are not allowed to talk... (Huh? What? Ok. I don't get it...) so they can't provide <b>verbal feedback</b> so the partner doesn't know if they got the message, if they're behind, or if they're completely lost.</li><li>• They are not allowed to ask questions... so they (<b>sender</b>) can't clarify their <b>understanding</b> by confirming with Partner A (<b>receiver</b>) they've done it correctly (<b>message</b>). And the person giving instructions (Partner A) can't give <b>feedback</b> or answer questions.</li></ul>
45 	<p>Make a list of rules to change... We will use these in rounds 3 and 4</p> <p>1. What type of communication did you need to use?</p> <ul style="list-style-type: none"><li>• Verbal communication</li></ul> <p>2a. What strategies made this easier?</p> <ul style="list-style-type: none"><li>• Teacher prompt: What could the person with the card do to make it easier for the other person to understand what to draw?<ul style="list-style-type: none"><li>○ <b>Strategy: Use landmarks (to try to be clear)</b></li><li>○ <b>Strategy: Break down instructions into little steps that are easy to do.</b></li></ul></li><li>• Teacher prompt: What could the person drawing do to try to draw the mystery item?<ul style="list-style-type: none"><li>○ <b>Strategy: Listen carefully</b></li><li>○ <b>Strategy: Listen to the complete instruction</b> before starting</li></ul></li></ul> <p>2b. What strategies made this harder to draw?</p> <ul style="list-style-type: none"><li>• Teacher prompt: How could you play the game so it was impossible for the two drawings to match up?<ul style="list-style-type: none"><li>○ <b>Strategy: Person giving instructions could talk really quickly and give multiple steps at once</b> so the person drawing couldn't keep up and would miss steps.</li></ul></li></ul>

No questions  
or feedback

Discussion  
points






	<ul style="list-style-type: none"> <li>○ <b>Strategy:</b> Person drawing could get frustrated / give up</li> <li>○ <b>Strategy:</b> Person drawing could go really slowly</li> </ul> <p>3. Change 1 rule to make this game easier...</p> <ul style="list-style-type: none"> <li>• <b>Teacher Prompt:</b> Why is this game hard?           <ul style="list-style-type: none"> <li>○ Because there's no feedback allowed between the two people communicating.               <ul style="list-style-type: none"> <li>■ So the person giving instructions (sender) doesn't know if the person drawing (receiver) got the message correctly.</li> <li>■ The person drawing (sender) can't ask questions (message) to the person giving instructions (receiver) to clarify / confirm what they have to draw.</li> </ul> </li> <li>○ Because there's no context...               <ul style="list-style-type: none"> <li>■ If I know we're drawing a house, then I have an idea of what a house looks like, and I have a starting point to understand the instructions. My brain can fill in the missing instructions.</li> </ul> </li> </ul> </li> <li>• <b>Rule:</b> Allow the person giving instructions to watch the other person drawing. This way, there's visual communication (feedback) to the student giving instructions. They can look at the drawing and see whether the message was correctly received.</li> <li>• <b>Rule:</b> Allow the person drawing to ask questions. This way, there's verbal communication (feedback) to the student giving instructions. When things are misunderstood, they can ask questions to clarify.</li> <li>• <b>Rule:</b> Allow the person giving instructions to explain what they are drawing. This provides background information which can help the person drawing (receiver) to understand and interpret the instructions (and fill out missing information)</li> </ul>
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Easier  
communication





Describe the Drawing - Round 2 (slide 46 - 48)

46		In Round 2, the person drawing the picture (Partner B) can ask questions to clarify if they have it right ( <b>verbal feedback</b> ).
47		But, the person giving instructions (Partner A) <ul style="list-style-type: none"><li>• Still can't see the picture being drawn (so there's no visual feedback)</li><li>• Still can't ask questions to the person drawing (Partner B) to see if they actually understand...</li><li>• Still can't explain WHAT they are drawing. (So you can't say, "We're going to draw the roof of the house, so draw a triangle." They can only say, "Draw a triangle with the top pointing up at the top of the page.")</li></ul>
48		



Round  
2

Describe the Drawing - Round 3 (slide 49-50)

49		In Round 3, you can change another rule: <ul style="list-style-type: none"><li>• Maybe allow the person describing the image (Partner A) to allow explanations like we're drawing a rectangle for the chimney of the roof)</li></ul>
50		Round 4 could be looking at Person's B's work to provide feedback if the image is off.

Round  
3

Describe the Drawing - Round 4 (slide 51-52)

51		Round 4...  Maybe allow the students giving instructions the power to look at their partner's work ( <b>get visual feedback</b> ) so they can correct Partner B with immediate feedback as they go along.
52		
OPTIONAL:		Students can do the review handout ( <b>Review - Lesson A3</b> )

Round  
4



# About Educircles.org



educircles.org

- I want to help make the world a better place.
- I try to help people achieve goals and stand up for themselves and others.
- Oh, I also make resources for teachers.
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## About SEOT Mindset

- Strategies, Effort, Optimize, Tinker
- From Mental Health Crisis to Teacher-preneur
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MINDSET

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- See individual products

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## Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [6Cs Communication A](#)
- How to update (or know if you need to update): [HELP \(6Cs Communication\)](#).

## SINGLE PDF FILE update 2022-07-18

1. This product has been simplified into a bundle of single TpT **digital download PDF** products:
  - <https://links.educircles.org/tpt/6cs-communication-a>
  - <https://links.educircles.org/tpt/6cs-communication-b>
  - <https://links.educircles.org/tpt/6cs-communication-c>
  - <https://links.educircles.org/tpt/6cs-communication-de>
2. The original product was a bundle of TpT **Google Drive folder** products. The TpT Google Drive folder products will be archived:
  - <https://www.teacherspayteachers.com/Product/6Cs-Communication-Folder-1-5872061>
  - <https://www.teacherspayteachers.com/Product/6Cs-Communication-Folder-2-5872054>
  - <https://www.teacherspayteachers.com/Product/6Cs-Communication-Folder-3-5872044>
3. If you purchased an older TpT Google Drive folder product, please email [Mike@educircles.org](mailto:Mike@educircles.org)

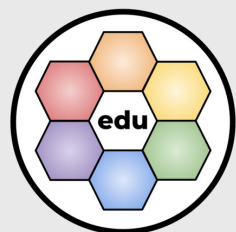
This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version (Easel by TpT)**
- **I added Microsoft versions for all files**
- **Updated teaching content:**
  - Section A: Fixed copy/paste error in the title **Handout - Who am I Cards - Celebrities**
  - Section A: Renamed communication activities printables to GAME CARDS to make it obvious that they are communication games.
- **Other changes**
  - Files are now packaged by section (A. Communication Activities, B. Metaphors and Memes, C. Assertive Communication, D/E Video + Consolidation) instead of splitting Google Drive folders by use (i.e. Print and Teach, Edit the documents, Google Classroom),
  - Simplified file names using descriptive words (handout, slideshow).
  - Minor changes to formatting / layout
  - Combined all handouts into a single PDF for easier printing
  - Removed Google Slides versions of handouts (and replaced with Easel by TpT)

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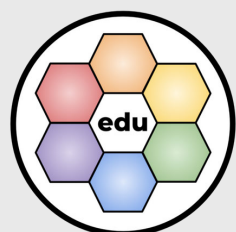
### Version 2.6 Simplifying file organization on Sep 5, 2020

This update is about trying to make the file organization more clear and less overwhelming.

- No changes to content. Just changes in file names and Google Drive folder organization
- Made file names shorter by removing "Educircles"
- Organized the Google Drive folders by intended use (instead of just going numerically)
  - Folder 1 has the files so teachers can just print and teach. (PDFs and the main slideshow file **File 3**)
    - Needed to combine files to meet the TpT requirement of 30 files in a Google Drive folder.
    - Combined File 2a Lesson Outline and File 2b Lesson Plans into a single file (File 2 Lesson Outline and Lesson Plans)
    - Combined File 5a Who am I - Cartoons and File 5b Who am I - Celebrities to (File 5a Who am I)
  - Folder 2 has the editable Google Docs or Google Slide files for the handouts.
  - Folder 3 has modified files for Google Classroom. (This includes all of the duplicated slideshow files for individual google classroom assignments. It also includes any modified versions of handouts for easier completion online.)
- Updated the READ ME file
  - Fixed errors
  - Added information about "NOT EASY but WORTH IT"
  - Added section header tables from the lesson plan to show which files are the same.
  - Updated the Quick Start Guide to try to clarify the 3 google drive folders.

### Version 2.0 Distance Learning update on Aug 4, 2020

- Main content is identical to version 1.0 but this product now contains additional files to make it easier for online use and distance learning
- The files are all in Google Drive for 1-click easy copying of the lesson folder into your Google Drive. No more copying view-only files.
- The slideshow in Google Slides format includes 1 large file (**File 3**) if you are teaching in the classroom, but you also get 5 smaller files in case you are only teaching 1 section: (**File 3** Lesson A, B, C, D, E)
- Easy uploading to Google Classroom assignments by lesson. The slideshow is now also broken up into individual lessons that you can upload:  
(**File 3** Lesson A1, A2, A3, B1, B2, C1, C2, D1, D2, D3, E1, E2)
- Added NEW lesson review handouts for lessons that didn't previously have handouts (**File 4** A1, A2, A3, B1, D1, D2, D3a, D3b, D3c, D3d)
- Adapted for Google Classroom
  - Describe the drawing (**File 5e**) has been converted into Google Slides format with tutorial slides on how to draw in Google Slides.
  - Make your own meme (**File 5f**) has been converted into Google Slides format so students can answers directly in text boxes and also create captions over an image for their meme.
  - What's your (communication) style survey (**File 5g**) has been converted into Google Slides format so students can type numbers in text boxes and click and drag circles.
  - Styles of Communication note taking (**File 5h**) has been converted into Google Slides so students can type directly in the Venn Diagram (text boxes)
  - Vocabulary Builder Graphic Organizer (**File 6**) has been converted into Google Slides so students can type directly on the Frayer Model (text boxes)
- File numbers and lesson timing have changed

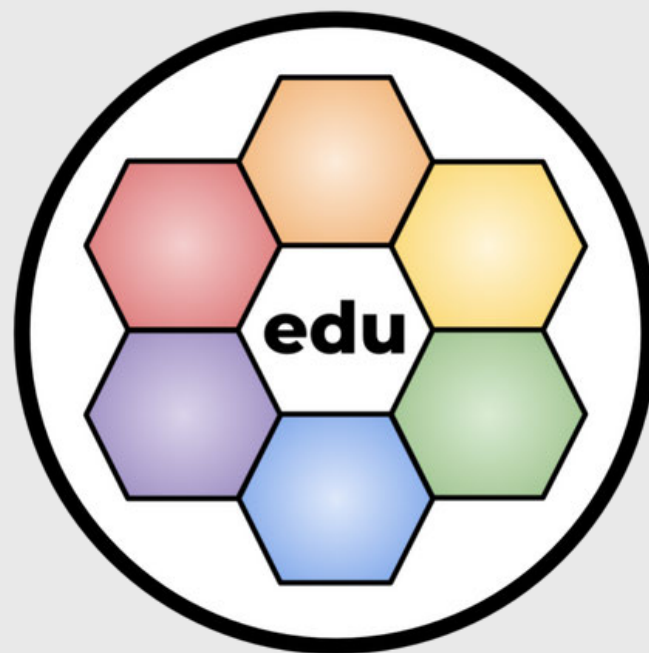


#### Version 1.0: Initial release of Communication

- This version included a zipped file with Microsoft Powerpoint, Google Slides, Microsoft Word, and PDF
- If you have purchased this product but would also like a copy of the Microsoft Powerpoint and Word versions, please email me at [support@educircles.org](mailto:support@educircles.org)
- Note: You will need to install the Bangers (comic book) font which I use for titles and headings. (The free font and installation information is included in the zipped file.)
- This version only includes the slideshow lessons in a single file. Additional content in Version 2.0 is not available in MS Powerpoint or Word format.

**PREVIEW**  
do not print





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