

# Communication activity resource sheet

## “Yes” And “No” Game (Unit 1: Storytelling)

This game is designed to encourage students to use words other than “yes” or “no” when answering questions. By compelling students to use other words in their answer can help them realize the extent of their vocabulary.

1. **Begin the game by selecting one of the students to answer questions from the group.**
2. **Other students ask the student in the centre questions, to which they must reply without saying “yes” or “no”.**
3. **When the student makes a mistake and answers a question using “yes” or “no”, the student answering the question is changed.**
4. **Repeat this process, recording how many questions each student can answer without saying “yes” or “no”.**

## One-Minute Speak (Unit 1: Storytelling)

In this game students practice the skill of listening before transitioning smoothly into a discussion on the topic.

1. **Prepare a list of science topics or general topics that students will be able to talk about.**
2. **Divide students into small groups.**
3. **Select one person in the group to begin talking. If that person hesitates, repeats a word, has to stop or breaks to think of something to say, another person in the group can say “hesitation”, “repeat” or “blank” and take over the conversation.**
4. **Whoever is talking at the end of one minute wins.**

## Listening And Talking (Unit 2: Humour)

This game requires students to ask a classmate some questions (decided by the teacher) and then communicate the answers to the group.

1. **Ask students to pair up (this can be done from their seats with the nearest student).**
2. **Students are given 5 minutes to find out some facts about each other.**
3. **After their conversation they will be asked to introduce their partner to the group in less than 1 minute.**

To add additional structure to this activity, students can be given questions to help move the conversations in a direction, which focuses on science. For example:

- ***What was the most interesting science fact or piece of information you’ve ever learned?***
- ***Can you give an example of a scientific discovery that you think helps us in our everyday lives?***
- ***Do you think you will continue science in school after this year?***

## Dictionary - The Power Of Persuasion (Unit 2: Humour)

In this game a student selects a word from the dictionary which seems unusual or that they would not expect others to know. Alternatively, the teacher can prepare a list of science words and their definitions.

1. The game begins when the first student selects their word.
2. The student then makes up a definition or shares the real definition with the group.
3. The definition must be completely true or false.
4. Other students are then given the opportunity to ask questions about the word before voting on whether the given definition was true or false.
5. The student who selected the word gets a point for every student they have deceived.

## Tell Me A Story... Without Talking (Unit 3: Body Language)

Body language is a key part of communication and in this game students are required to use their normal body language to communicate a message without words.

The teacher prepares a list of words of different items or objects. The students playing the game know the full list of words before beginning.

1. The game begins when a student is shown one of the words by the teacher.
2. The student must then pretend to open a box and display their reaction to finding one of the items there.
3. Other students must then guess which item the student has found in the imaginary box by their body language.

## Can I Have A Volunteer? (Unit 4: Audience Participation)

A big part of using audience participation is finding innovative ways to communicate with your audience. In some cases a speaker or performer may even ask for volunteers.

In this activity, students work in small groups and come up with a list of examples where the speaker may ask for a volunteer, e.g. magicians, music and comedy.

1. Students (in groups) make a list of performances where the speaker may ask for a volunteer.
2. Students make a list of the pros and cons of asking for a volunteer during a presentation.
3. Students then share thoughts from their group back to the class.

## The Comparison Game (Unit 5: Language Tricks)

A Venn diagram is a really clear way to compare and contrast two things. When building a convincing argument, being able to compare and contrast is an essential communication skill. In this game, students use a Venn diagram to compare the differences between the Arctic and Antarctica. The game gives them an opportunity to learn about these two fascinating places but it also demonstrates how powerful a tool comparison can be when engaging with an audience.

1. Students are given a list of words relating to the Arctic or Antarctica.
2. They are asked to work either individually or in small groups by drawing two intersecting circles to form a Venn diagram. The first circle is labelled the Arctic and the second circle is labelled Antarctica.
3. Students must then place the words in the correct position.

*List of words which could be used and their correct position in a Venn diagram.*

The Arctic only	Both	Antarctica only
North Pole	Long-cold winter, short summer	South Pole
Widespread plants		Minimal plant coverage
Large land animals		No large land animals
Native people		No native people

## The Big Interview (Unit 5: Language Tricks)

The ability to respond to challenging questions is something that would help everyone at various stages of their lives. Whether the questions are part of a job interview or even a media event, being able to respond to these questions in a positive and controlled manner is an important communication skill.

In this game students work in pairs and prepare a mock interview on a topic of their choice. Students can choose to be anyone they like for the interview. Alternatively, students can be assigned scientific topics and instructed to play the role of a particular scientist or expert.

1. Students break into pairs. One student is designated as the interviewer and one as the interviewee.
2. Students are given 10 minutes to prepare a short one-minute interview on a topic of their choice or chosen by the teacher, which will take place in front of the group.
3. During the interview, one student asks the questions and the other must play the role of the interviewee.
4. After the first interview, the next pair of students performs their interview, and so on through the group.

