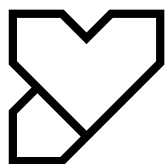




my
 **life.**

Communicating Differently

Session Guides



**YOUTH
FOR CHRIST**

Getting Started | Connect

==== Shows the flow of the key parts of the session
 Indicates optional activities in shaded boxes

A DISCUSS

Order of importance

Hand out GS:3 and ask participants to rank the characteristics in what they think is the order of importance. Ask participants to put a case forward to the rest of the group stating that one of the characteristics is the most important. Discuss and use as an opportunity to encourage listening to different perspectives and considering what we think.

B CREATE

Character profile

Ask participants to think about a game that they enjoy playing where they have to design a character profile. Hand out GS:4 and ask them to fill this out, imagining that they are creating their own profile in a new game. The profile must reflect what they think is true about themselves and highlight their strengths and what makes them unique! Ask them to add a couple of the characteristics from the Core activity and rank themselves on them.

DEMONSTRATE

My growth aspirations

Hand out GS:5 and ask participants to think about different areas they want to grow in under two categories: practical life skills and character development.

C ACTIVATE

Character charades

Split participants into pairs or groups and either let them choose or give them a characteristic. Ask them to create a drama/role play that shows this characteristic in action. Present to the rest of the group who must guess which characteristic they are portraying!

INVIGORATE

Yes and no game

Pick a category that your participants can relate to, and secretly tell one participant something from that category (a food, film, sport etc). The rest of the group have to guess what the thing is by asking questions that can only be answered with yes or no.

Communicating Differently | Connect

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A DISCUSS

Responsibility

"It's not my responsibility if someone else doesn't understand what I'm saying to them."

Q. Do you agree? Why?

Use the flash cards from CD:2 to help participants think of different factors which may impact their answer to this question.

B CREATE

People and places

Give each participant a piece of paper and ask them to tear it up into eight strips. Ask them to draw a picture or symbol on four pieces to represent four people (one per strip). The people could be a family member, a friend, a stranger, a professional or an authority figure.

Q. Who do you find it easiest and hardest to communicate with? Ask participants to rank their pieces of paper in order to reflect this.

On the next four pieces of paper, ask them to draw four places that they know. These could be home, the classroom, workplace, place of worship, a social space etc.

Q. Where do you feel the most and least comfortable communicating? Ask participants to rank their pieces of paper in order to reflect this.

C ACTIVATE

People and places

Identify four places that the participants will be familiar with, and allocate them to four areas of the room. Ask participants to stand in the locations where they find it the most comfortable to communicate.

Q. Who is someone who you find it easy to communicate with?

Now ask participants to stand in the locations where they find it the least comfortable to communicate.

Q. Who is someone you find it difficult to communicate with? They can be generic with their answer here instead of identifying a specific person out loud, if that is helpful.

Discuss the idea that everyone will come across people they struggle to get on with, but we can choose how we communicate with them. Encourage participants to give constructive ideas to help each other communicate with people they struggle to get on with.

DEMONSTRATE

Me and communication

Ask participants to think of a time when someone has commented on their communication. It could be something like "don't talk back" or "you never listen". Ask participants to use this example to fill out CD:3.

INVIGORATE

Drawing game

In pairs, secretly give one participant the name of an object and, with their eyes closed, ask them to draw it for their partner to guess.

Communicating Differently | Apply

===== Shows the flow of the key parts of the session
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A CHALLENGE

Why communicate?

Write the following question where participants can see it:

Q. Why do people need to communicate at all?

See how many reasons the participants can come up with. This can be a timed activity for competition, if required.

B WILD CARD

Online vs offline

Q. How are online communication and in-person communication different?

Q. What are the pros and cons of each?

ACHIEVE

Communication diary

Between now and the next session, ask participants to look out for times when a conversation might have been different if they had communicated things differently. Hand out CD:4 for them to fill out and go through it with them so that they know how to fill it out.

PROVE IT

What would you do?

Using the ideas from the Drift activity, work out which type of communication would be best for some of the following scenarios:

- saying happy birthday to a friend
- complaining about bad service in a restaurant
- giving someone bad news
- recommending a barber/hairdresser
- sorting out an argument
- congratulating someone on a new job

REFLECT

Participants to complete and discuss the following three statements about the session, following examples from the tutor if required:

1. Today I enjoyed...
2. Today I learnt...
3. A question I still have is...

These allow the participants to reflect on what they have learnt in the session, what they enjoyed the most and what they might like to do more of next time. This will help you to assess understanding and inform future preparation.

SAMPLE



**YOUTH
FOR CHRIST**

Youth for Christ, Coombswood Way, Halesowen, West Midlands, B62 8BH
T 0121 502 9620 **E** yfc@yfc.co.uk **www.yfc.co.uk**

Registered Charity 263446. SC039297

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