**Session plan**

**Session details**

Title of session: **Module J – Communicate it!**

Date: Time: Location:

Additional needs:

Numbers:

**Aim:** This module aims to make you aware of the importance of different communication styles and the impact that the way you communicate has on others. It will look at how you can adapt your style to suit your audience, whether you’re in section meetings or leader meetings. It will also look at how to talk about the skills you're gaining through Scheme whenever talking to other people both inside and outside of Scouting.

**Objectives:** By the end of this module you'll:

1. understand how important effective communication is between leaders and young people in the section
2. adapt your communication style to suit the activity or situation
3. explain how tone and body language can affect how you communicate with others
4. be able to communicate how what you're learning and the experiences and skills you're gaining through completing the Scheme can be used in other Scouting and non-Scouting activities.

**Outcomes:** The benefit of this module helps develop communication and presentation skills, all vital to growth and improvement within any sector of the working world.  All skills worthy of any CV.

Activity: **Activities for exploring the use of tone and gestures Instructor and Seeker**

Duration: 20 minutes

Resources:

* Blindfold

Objectives the activity links to:

1. understand how important effective communication is between leaders and young people in the section
2. adapt your communication style to suit the activity or situation
3. explain how tone and body language can affect how you communicate with others
4. be able to communicate how what you're learning and the experiences and skills you're gaining through completing the Scheme can be used in other Scouting and non-Scouting activities.

Description:

1. Choose one person to play the role of the seeker, who is blindfolded, and one to play the role of the instructor. Have the rest of the group line up at the end of the room.
2. The instructor should stand in the middle of the room facing them. The instructor is not allowed to turn around.
3. The seeker stands with their back to the instructor and the rest of the group in the top half of the room.
4. Place a treasure object somewhere in the seeker’s area of the room. Everyone other than the instructor and seeker should see where it's located.
5. The rules of the game are:
- the instructor can speak but cannot use gestures or see where the treasure is hidden
- the rest of the group can see where the treasure is hidden but cannot speak
- the seeker can neither see the treasure nor speak
6. The aim of the game is to get the seeker to find the treasure. The group should use gestures so the instructor can tell the seeker where to go (i.e. left, right, back or forward).
7. Follow the seeker to make sure they stay safe throughout the game.
8. After the game, ask the ESYLs to feedback on what was difficult about the task for each of the roles. How did body language/gestures affect the game? Why are clear instructions important?

Activity: **Storytelling** Duration: 20 minutes

Resources:

* Fairy tale e.g. Goldilocks and the Three Bears

Objectives the activity links to:

1. understand how important effective communication is between leaders and young people in the section
2. adapt your communication style to suit the activity or situation

Description:

1. Pick out a number of ‘trigger words’ from a short story and write them up on a piece of flipchart paper. For example, if you were reading ‘Goldilocks and the Three Bears’, you could maybe write ‘bear’, ‘porridge’, ‘forest’ and ‘cold’. You'll need to choose a different story for this activity. Choose something ESYLS are not likely to know already.
2. Tell the group that you'll be reading out a story. Every time the group hears one of these trigger words, they will need to perform a certain action. With the example above, every time they hear ‘bear’, they might have to stand up and sit down again. Afterwards, you'll be asking them questions about the story.
3. As you read the story, ESYLs will have to keep carrying out the action for each trigger word. Keep a relatively fast pace and see how focused the ESYLs are. How many of the words do they respond to?
4. At the end of the story, ask ESYLs a series of questions. How many did they get right? Was it hard to listen? If they struggled to concentrate, what distracted them? This exercise demonstrates how you need to stop what you’re doing and give the other person full attention in order to listen properly.

Activity: **Number games** Duration: 15 minutes

Resources:

* Appendix L – number game scenarios

Objectives the activity links to:

1. understand how important effective communication is between leaders and young people in the section
2. adapt your communication style to suit the activity or situation
3. explain how tone and body language can affect how you communicate with others

Description:

1. Ask the ESYLs to get into pairs and give them the scenarios from the Appendix L. They should not share their scenarios with others.
2. Each pair should act out their scenario whilst only using numbers to portray their emotions. They cannot use any other words but should count up instead of using words and they should use action, tone of voice and gestures to help them. They can be as dramatic as they wish.
3. Can the others guess what scenario they had? What does this tell the ESYLs about tone and gestures/ body language?

Activity: **The magic of questioning** Duration: 10 minutes

Resources:

* None

Objectives the activity links to:

1. understand how important effective communication is between leaders and young people in the section
2. adapt your communication style to suit the activity or situation
3. explain how tone and body language can affect how you communicate with others

Description:

1. Explain that open and closed questions can help to steer a conversation and can be very useful when working with young people to check for learning or understanding.
2. Give an example of a closed question. Closed questions are questions that elicit a ‘yes’ or ‘no’ answer in the response (eg ‘did you have a good day?’, ‘do you understand?’).
3. Then, ask the ESYLs if they can turn a closed question into an open question. How can they
encourage young people to give longer answers? For example, rather than asking ‘did you have a good day? ‘they could ask ‘what did you do today?’. Instead of asking ‘do you understand?’ they could ask ‘can you explain the task to me?’ What are the pros and cons of both question types?

Activity: **Adapting your style** Duration: 15 minutes

Resources:

* None

Objectives the activity links to:

1. understand how important effective communication is between leaders and young people in the section
2. adapt your communication style to suit the activity or situation
3. explain how tone and body language can affect how you communicate with others

Description:

1. Ask the ESYLs about whom they might have to communicate with in their roles. Ask them to think about how they want to come across to these different people. How could they use their body language and tone to help them come across well?
2. Ask them to imagine that a Cub Scout is having a nosebleed. They are the first to notice. What should they do and who do they need to communicate with? For example, they may need to speak to the Cub Scout themselves, while also alerting the section leader and keeping all of the other Cubs calm.
3. In this scenario, ask them about how their tone might change. Will they adapt it to suit each audience?
4. To develop this activity, you could encourage one of the ESYLs to take on the role of the Cub Scout and another to take on the role of the section leader. Invite the others to react in different ways.
5. Although this activity can get dramatic, it highlights the impact that your communication style has on others. Acting calm in a potentially stressful situation can help others to feel calm, which is very important when working with younger sections.

Activity: **Shout about your skills** Duration: 20 minutes

Resources:

* Paper
* Pens
* Blue tack
* Post it notes

Objectives the activity links to:

1. be able to communicate how what you're learning and the experiences and skills you're gaining through completing the Scheme can be used in other Scouting and non-Scouting activities.

Description:

1. Explain that ESYLs will be looking at how they communicate what they are learning through the Scheme and how they talk about the Scheme with other people from inside and outside Scouting. Get some paper. On each piece, write down the name of a different ‘audience’ ESYLs might come into contact with. You could include:
* a friend at school
* a teacher
* a parent
* someone interviewing an ESYL for a job, apprenticeship or higher education opportunity (adapting as appropriate)
1. Place the pieces of paper up on the wall where everyone can see them.
2. Split ESYLs into pairs and ask them to think about how they would explain the Scheme to each different audience. Which information is most important to highlight and why?
3. Gather some Post-it notes. Ask them to write down the three things they think are most important for each audience to know, and to stick them on the relevant wall. Does every pair come up with the same ideas?

Activity: **Skill builder** Duration: 20 minutes

Resources:

* Appendix M – skill builder (cut out for each group)
* Map of your meeting space

Objectives the activity links to:

1. be able to communicate how what you're learning and the experiences and skills you're gaining through completing the Scheme can be used in other Scouting and non-Scouting activities.

Description:

1. Cut out the skills words and activities ideas featured on Appendix M into strips.
2. Next, put five of the skills words into a small box. Fill three boxes. In this activity, the ESYLs will need to search for the boxes and bring back three of the five skills most relevant to the activity they have been given. For example, for the activity strip ‘running a game with a section’, you might put the skills of organisation, planning, dedication, time keeping and creativity in the box. The ESYLs would then have to think about which three skills are most prevalent.
3. Ask the ESYLs to get into small groups of around 4-6.
4. Give each of the small groups the first of the activity strips and a map with either an x marked on it or with coordinates for the first box.
5. Using the map, the small group should then find the pre-hidden box with the skills inside it.
6. Once they reach the box, they should take three of the five skills they think are most relevant for the activity they were given. They should bring the skills back to base camp and write them onto a flipchart.
7. They should then get the second activity strip to find the second box.
8. Once they have completed all three boxes, they will have a list of nine skills on their team’s flipchart.
9. The different groups can compare their charts. Do they have the same ideas?
10. The aim of this activity is for the ESYLs to think about what skills they have gained and to have active discussions about how they have gained these. By using three examples of what they have done in the Scheme, they are able to draw out nine relevant skills.

Top tip: you can do this as a relay race if you haven’t got the space for a scavenger hunt

Activity: **Pitch your skills!** Duration: 15 minutes

Resources:

* Appendix N – Activities
* Appendix O – Skills checklist (one per person)

Objectives the activity links to:

1. be able to communicate how what you're learning and the experiences and skills you're gaining through completing the Scheme can be used in other Scouting and non-Scouting activities.

Description:

1. In this activity ESYLs can practice selling their skills to each other.
2. Ask them to get into pairs and ask one of the ESYLs to volunteer to go first.
3. Give them one of the activities from Appendix N. They have one minute to talk about the activity and the skills it develops or demonstrates. They should think of as many links to different skills as they can.
4. The person who is not doing the talking should have the skills checklist from appendix O. Every time one of the skills is mentioned, they should tick it off.
5. At the end, ESYLs should reflect together on what they ticked off, and talk about the different skills each activity developed or demonstrated.
6. The ESYLs can then swap around so that they both have a go with a different activity.

Activity: **Conclusion of Module J** Duration: 5 minutes

Resources:

* None

Description:

Summarise the module by revisiting the objectives. Ask the ESYLs whether they feel they have covered all the objectives satisfactorily.

Appendix L – Number game scenarios

1. You have bought a mobile phone from a shop, but when you get home you realise it isn’t working. You head back to the store to return it. The sales assistant is not being at all helpful and is very disinterested. You start to get annoyed. One of you is the sales assistant and the other is the customer. Act out your response in numbers.
2. It's your birthday and you're having dinner with your friends. The waiter/waitress brings out a surprise cake and you're very excited. One of you is celebrating your birthday and the other is the waiter/waitress. Act out your response in numbers.
3. You're on a contestant on a game show. You're on the final money question, and you win a holiday. One of you is the game show host and one of you is the winning contestant. Act out your response in numbers.
4. You're two friends on a visit to the old city of York. You have just been on a ghost walk and now you're back at your hostel. It's dark and you hear a creaking noise coming from the corner of the room. No one is there. Act out your response in numbers.
5. You're at a comedy show and the comedian is hilarious. With every sentence, you're laughing more and more. Act out your response in numbers.
6. You're two friends at a theme park, sat together on a rollercoaster ride. Act out your response in numbers.
7. One of you is an injured person who has tripped and hurt themselves, the other is a passerby who is attempting to comfort the injured person and make sure they are OK. Act out your response in numbers.
8. You're both watching a football match. The other team has scored and you disagree with the referee’s discussion to give the goal. Act out your response in numbers.
9. One of you has just finished a 10k run, the other person has been cheering you on and comes to greet you at the finishing line. Act out your response in numbers.

Appendix M – Skill builder

Leadership

Teamwork

Planning

Adaptability

Organisation

Dedication

Communication (with different ages)

Time keeping

Creativity

Appendix N – Activities

* Attending the weekly meetings of a younger section.
* Helping to plan and run the programme for the young people you're working with.
* Working alongside the adult leadership team.
* Taking into consideration the age range and abilities of the section when running games and activities.
* Ensuring that the programme follows the rules and policies of The Scout Association.
* Representing the views of young people.
* Completing modules and missions.
* Ensuring the session is inclusive for all young people.
* Leading a youth forum.

Appendix O – Skills checklist

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 | 2 | 3 |
| Organisation  |  |  |  |
| Leadership |  |  |  |
| Creativity |  |  |  |
| Planning |  |  |  |
| Communication (with different ages)  |  |  |  |
| Time keeping  |  |  |  |
| Dedication  |  |  |  |
| Adaptability  |  |  |  |
| Teamwork  |  |  |  |