

LEADER'S PACKET

SESSION 2: Communication & Group Dynamics

Thank you for joining us in training your teens in Communication & Group Dynamics! We hope “A Taste of CLI” will be valuable to you, your teens, and your ministry! This packet will lead you through the second session: Communication & Group Dynamics. You may choose to do this in one or two mini-sessions with your teens. We estimate that this session will take approximately 90 minutes. While geared to be done online, if local guidelines allow for in person meetings, it can also be done in person. This session should be completed prior to joining in our online session on July 26th, 2020. Please also be sure to give your teens the “Participant Packet” for Session 2 as they will need it for this session.

OVERALL OBJECTIVE: Introducing effective communication skills and understanding the roles & functions in group dynamics

MATERIALS NEEDED:

1. Charades word bank (included in this packet)
2. Back to Back Activity Sheet (included in this packet)
3. Paper & Pencil
4. How Are You Feeling Today? (included in leader/participant packet)
5. Task and Maintenance functions descriptions (participant packet)
6. Bible or Bible app

OPENING ICE BREAKER: CHARADES (10 Mins)

Participants compete HEAD-TO-HEAD in a race to ACT OUT words for their team to GUESS. YM will divide the participants into two teams, preferably of equal size. Each participant will have 1 min to act out as many words or phrases. Team A nominates one player from their team to act. YM will privately message the chosen actor a list of 3-4 words or phrases from the word bank below. Team B sets a timer (usually 1 minute, but you can adjust it) and the game starts. The actor must act out the word or phrases using facial expressions and actions, but **without saying a single word or sound (mute sound)**. Team A must keep trying to guess the word or phrase until the time is up. If they manage to guess right, they get a point; if not, no point is awarded. Now Team B nominates a player and on it goes.

CHARADES!

SWIMMING	PLAYING FOOTBALL	CLEANING	SHARK	PLAYING VOLLEYBALL
READING	COOKING	WATCHING TV	JUMPING JACKS	FROG
RIDING A BIKE	PLAYING THE GUITAR	DANCING	PLAYING HOPSCOTCH	CLEANING THE WINDOW
FISHING	DOG	CHICKEN	ELEPHANT	SKIING
MONKEY	JUMPING	SKATING	EATING ICE CREAM	RIDING A HORSE
DRIVING A CAR	SINGING	SHOUTING	PLAYING BASEBALL	TAKING A SELFIE
WRITING	BRUSHING THE HAIR	BRUSHING THE TEETH	SNEEZING	PLAYING VIDEO GAMES
EATING	DRINKING TEA	SHOPPING	PRAYING	LIGHTSABER
FIGHTING	BOXING	PLAYING TENNIS	LISTENING TO MUSIC	MOWING THE LAWN
PLAYING BASKETBALL	CLOSING THE DOOR	OPENING THE DOOR	DRINKING A CAN OF SODA	BAKING A CAKE
CLAPPING HANDS	FALLING	SNEEZING	CRYING	LIPSTICK
DOING HOMEWORK	SLEEPING	PAINTING	LAUGHING	BORED

PRAYER: Father, in the Name of Jesus, I thank You that You desire to speak to me every day—guiding me in spirit and in truth to obey Your Word and enjoy an abundant life. I thank You that You have called me Your friend and that I may come boldly to the throne of grace to find help whenever I have a need in my life.

Lord, Your Word says that when we draw near to You, You will draw near to us. So, I draw near to You today. I seek Your face, Your truth and Your word for my life. I want to know You more, hear You more and obey You more.

Your Word says Your sheep know Your voice and we will not follow the voice of a stranger. Help me to know Your voice and not be deceived by any other voice. Help me to guard my heart from the influences of this world and the people around me. Help me not to be deceived by the devil and his lies, but to view all thoughts and decisions through the lens of righteousness.

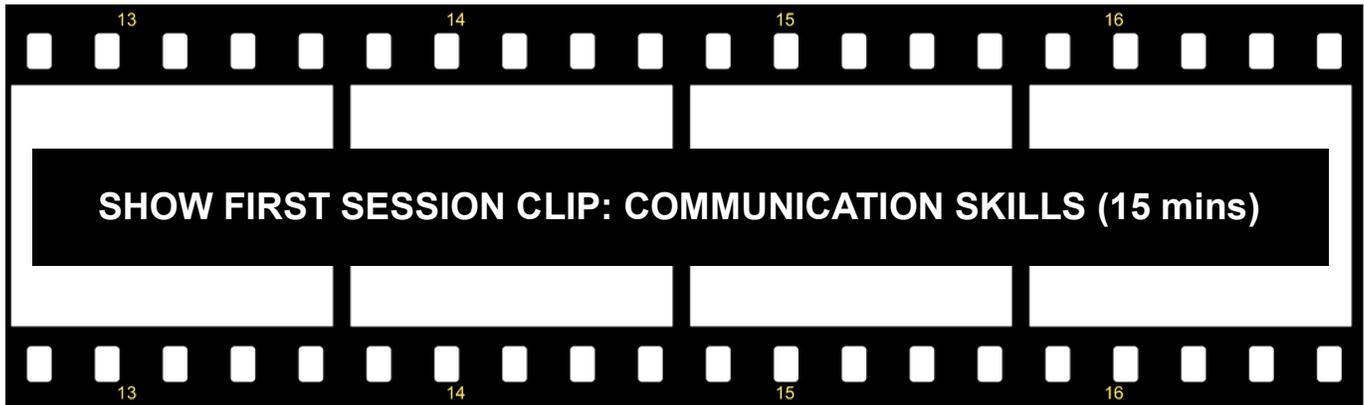
As I seek to hear You today for instruction, correction and guidance, help me to confirm Your voice through Your Word. You said if I ask for wisdom, You will give it to me liberally, so I am asking for wisdom in the Name of Jesus to hear You clearly and consistently today and every day.

Help me to feel confident in knowing that I hear Your voice.

I praise You and thank You for it, in Jesus' Name. Amen.

PRIOR TO FIRST VIDEO: (5 mins)

YM invites Youth to stand and participate in the following stretching activity:



OBJECTIVES: Recognize and practice effective non-verbal communication; “I Feel Statements”; & Introduce SOLER/Head, Shoulder, Knees, & Toe.

INTERACTIVE COMPONENT

Back-To-Back (10 mins):

Option 1: (in person) Get group into pairs, sitting back to back. One person gets a blank paper and pencil, the other gets a drawing. The one with the drawing instructs the one with paper and pencil on how to draw what's on their page. The one listening cannot look or speak.

Discuss with the group if there were many problems without being able to ask questions.

Option 2: (via Zoom) The YM will pair up the youth (speaker & listener). Prior to placing the pair into breakout session:

1. Place all the listener's into a breakout room.
2. Share the attached image with the speakers ONLY. Ask them to take a picture of the image or share the attachment with them via email or group chat.
3. Bring the listeners back into main chat. **Give the following instructions:** Each participant will be paired up and placed into a breakout room. **They will be given 2 minutes.** One person (the listener) will need a blank piece of paper and pencil to draw. The other person (the speaker) will be given an image and they are to describe the image to the listener. The speaker & the listener are to turn off their video while the speaker describes the image and the listener draws what is being described.
4. If time permits, have the speaker and listener switch roles. An additional image has been provided.



Note: *The listener cannot ask questions or speak.*

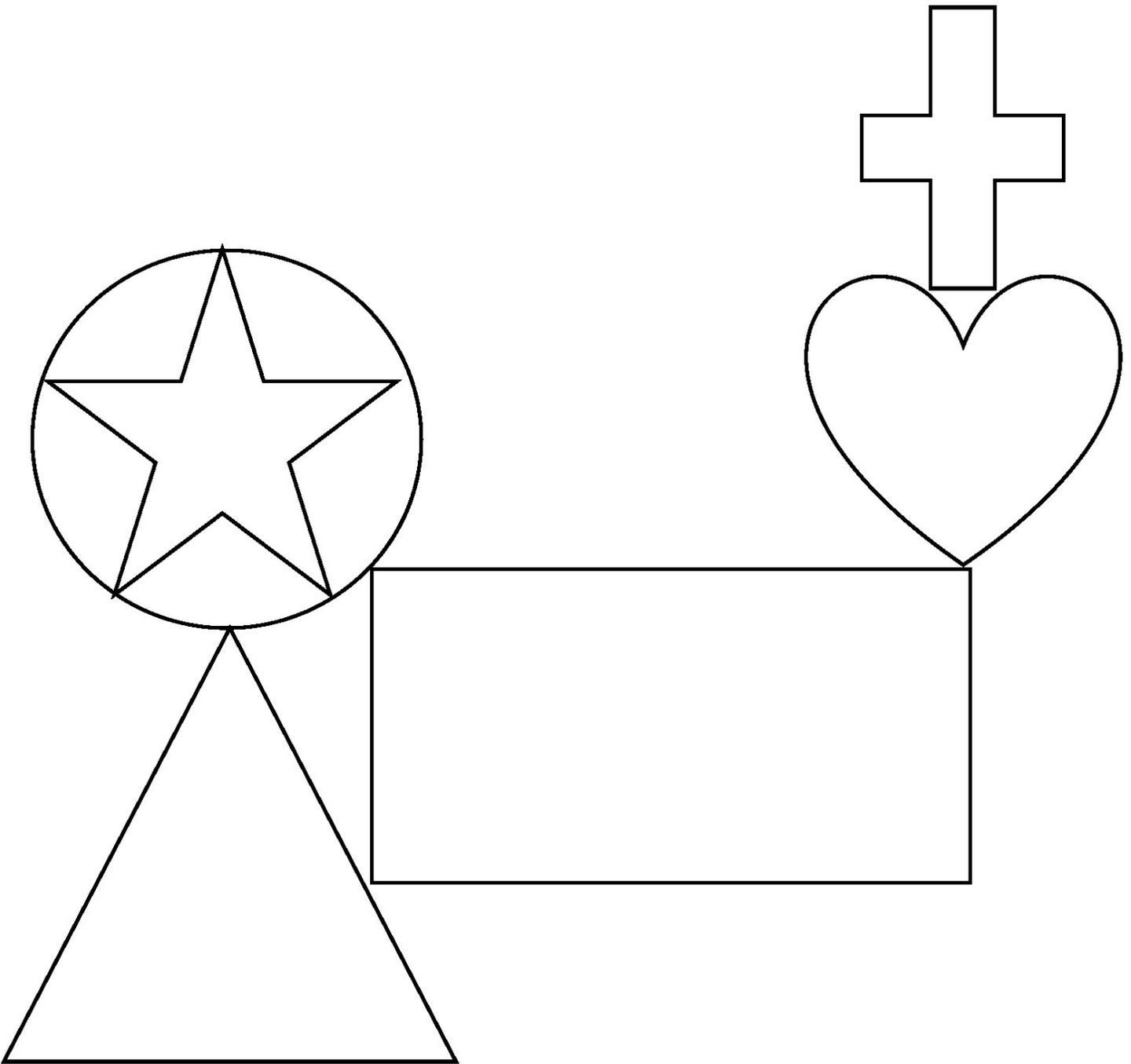
End breakout sessions and discuss with the group any obstacles or difficulties they encountered.

1. As a listener, how did it feel not being able to speak or ask questions?
2. As a speaker, how was it not being able to receive feedback?
3. Anything else that you found difficult or struggled with in the activity?
4. How was your communication? Was the speaker descriptive, clear, or were they confusing, etc?

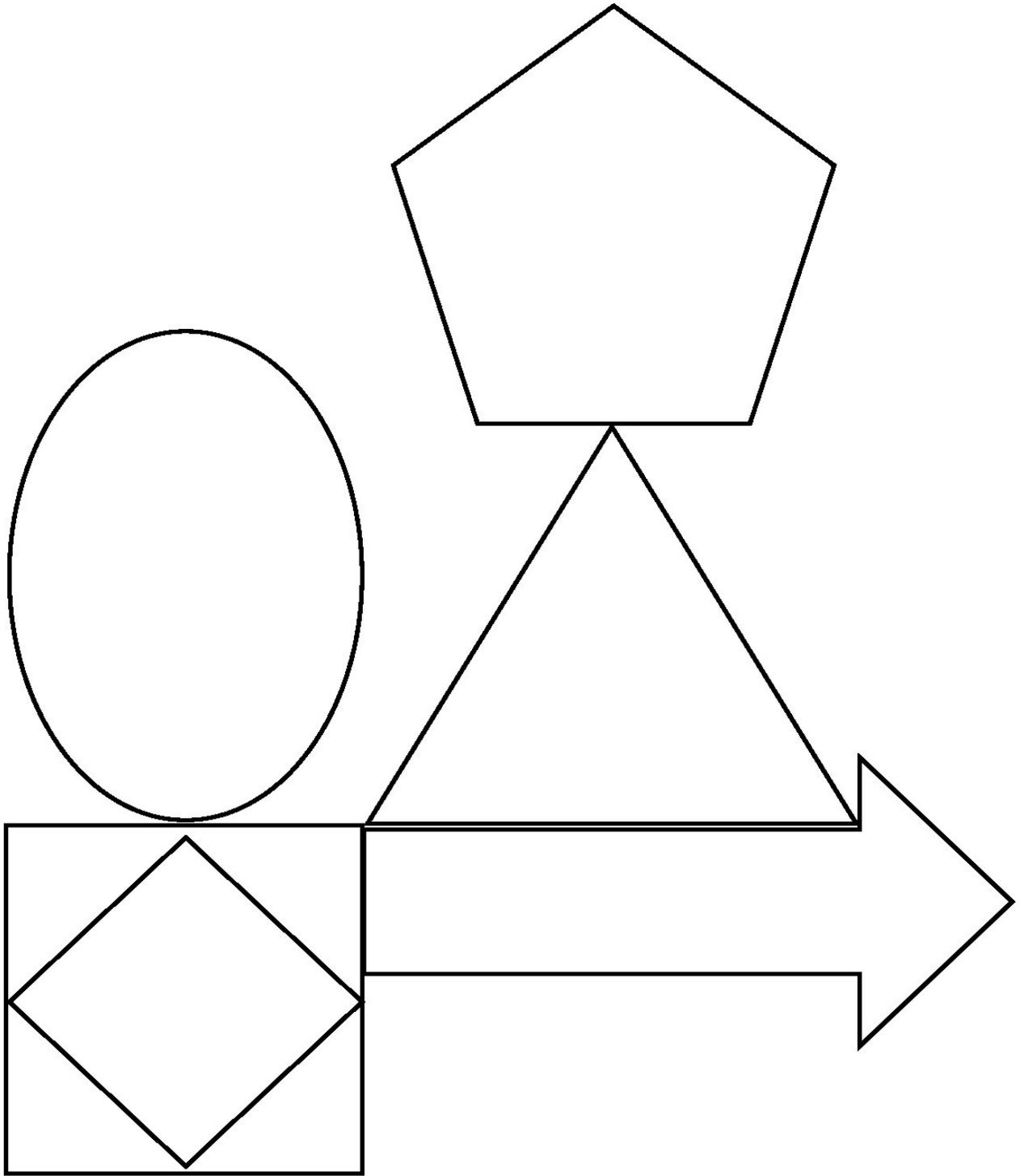
Alternative Method:

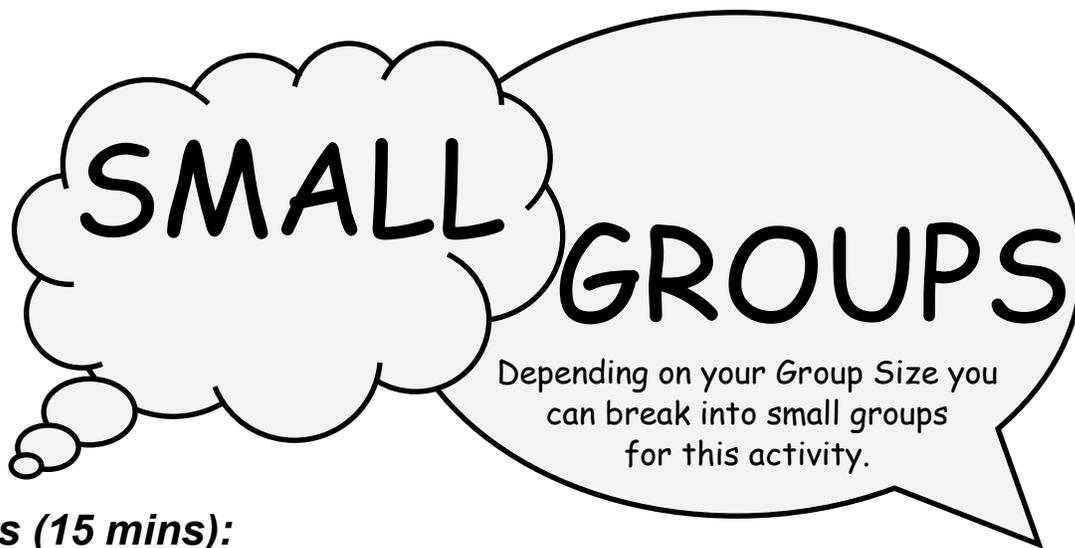
If ZOOM breakout session is not an option, use platforms available to you. One speaker will describe the image to the group. Follow the above instructions. Then alternate the speakers and image.

A Taste of CLI: Back-to-Back Image #1



A Taste of CLI: Back-to-Back Image #2

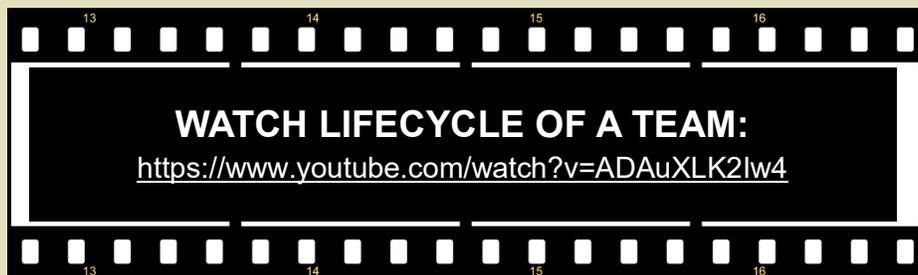




Discuss (15 mins):

- What does effective communication look like? Why is communication important?
- Did you notice any areas in your communication that you can improve upon?
- How has your communication been while in quarantine? (Zoom, Phone calls, Social Media, FaceTime, etc)
- How can you put the skills you just learned into practice?

PRIOR TO SECOND SESSION VIDEO:

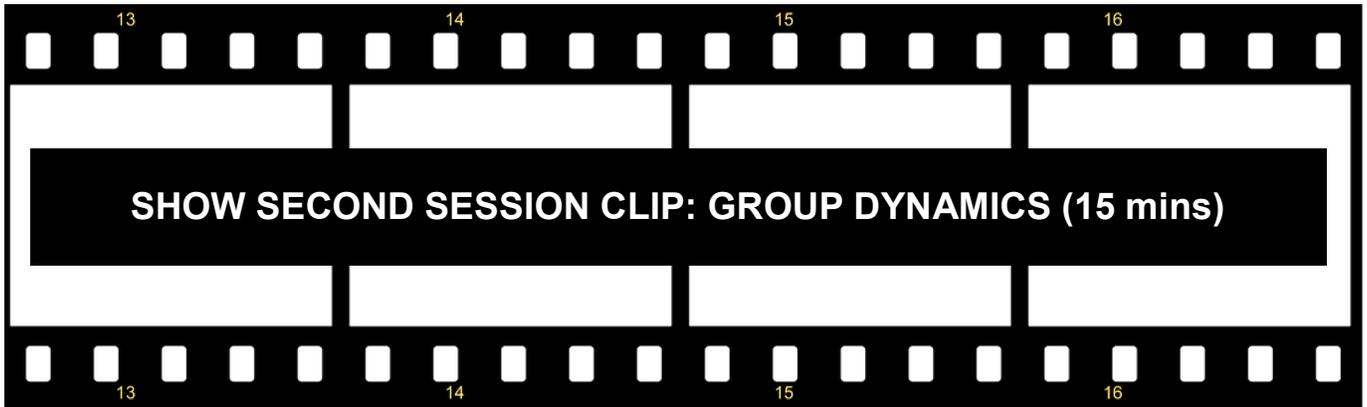


Consider the Life Cycle of a team.

- a) Forming
- b) Storming
- c) Norming
- d) Performing
- e) Adjourning (This is described as the separation of a team or the departure of a team member. Not necessarily a key component of the Life Cycle.)

Reflect with your team on points during your normal year in which you experience stages of this cycle.

Ex: the year begins and new members join your team. You begin formation workshops. This would be considered Forming.



OBJECTIVES: Participants will preview development and knowledge of Task and Maintenance skills as well as an understanding of the Life Cycle of a team and its applicability towards the functions of a healthy team.



INTERACTIVE COMPONENT

TASK & MAINTENANCE (15 mins):

Lead your team through a questionnaire on Task and Maintenance traits (IN PARTICIPANT'S PACKET) to determine which of the two they fall under.

STEP 1: To do this, read out loud from the attached description of each function under Task and Maintenance.

STEP 2: Summarize and ask your team if they need any clarification. (We recommend screen sharing during this step to ensure a visual for your participants.)

STEP 3: Please facilitate the following activity: your team is to brainstorm ideas for a fundraiser in which they will raise money for your Church/School/etc. SHOULD stay at home orders stay intact. During this time, many programs and parishes are likely to have experienced budget cuts, your team is to brainstorm a fundraiser to alleviate this WHILE in quarantine. (We encourage the YM to also assign a participant to record/write the ideas said throughout the meeting. We are practicing facilitation skills.) *The YM is only to assign roles, then proceed to observe.)

STEP 4: During this activity, determine a facilitator amongst one of your team leaders. Have them lead the conversation for 90 seconds at a time. After time is up, the rest of the team can provide feedback as to what type of task/ maintenance skills they saw in the facilitator, and perhaps draw from the specific functions of task and maintenance. After feedback is given, you may select another leader to facilitate and repeat the process until the time limit is over (or the entire team has participated.)

STEP 5: As a YM provide feedback on your overall observations.

**Things to look for: what task qualities are apparent? Refer to functions descriptions. What maintenance? Does the current facilitator look comfortable in this role?*



OBJECTIVE: To give the teens time to reflect on scripture and see how Jesus communicates and defines different roles & functions within a group; while also understanding and exploring their own communication skills and their roles & functions within their own group.

YM have the teens try the following exercise, conscious of what they have learned in Communication and Group Dynamics, and putting it into action. The goal would be for them to actually reflect on scripture using Lectio Divina, recognize how Jesus is communicating, and recognize the life cycle of a team.

Use the skills you have learned in this session as you read Luke 5:1-11. Reflect upon the Scripture passage through Lectio Divina (see guide on next page). Once you have completed a small group reflection on the scripture, reflect on the following questions:

- 1) How did Jesus communicate in the scripture?
- 2) List the life cycle of a team (forming, storming, norming, & performing) that was occurring in the scripture. Example below to help guide the conversation with your group.
 - ⇒Forming - Jesus tells them to throw out the nets. Simon calls out to James & John to help.
 - ⇒Storming- The fishermen are frustrated they can't find fish. Simon challenges Jesus about working hard and not finding anything.
 - ⇒Norming- James & John already work well together. They are partners.
 - ⇒Performing- The fisherman fill the boats with fish together. When they get back they decide to follow Jesus and begin to form his group of disciples.
- 3) Can you think about any other scripture passage that shows effective communication or other examples of forming, storming, norming, & performing?
- 4) Can you give examples of forming, storming, norming, & performing in your own life? (ex. sports, clubs, family, friends, YM group, etc)
- 5) Once you have identified communication skills and cycle of a group from the scripture, reflect on the following questions:
- 6) How will communication skills assist me in the leadership position(s) I go back to? How will this help in my personal life and relationships?
- 7) What communication skills do I need to work on more?
- 8) What makes the group effective?
- 9) Are you more Task or Maintenance?

LECTIO DIVINA

SACRED LESSON

1. Choose a time and place.
2. Choose what passage of Scripture you will read, based on:
 - a. A reading plan.
 - b. A book of the Bible.
 - c. A theme throughout the Bible.
3. Choose a notebook or a journal.

Reading Lectio



Read a few times until you notice patterns, pictures, big ideas, etc. Read it again, as if you are reading a letter from a parent to their child. Look for words or phrases that speak to you.

Meditation Meditatio



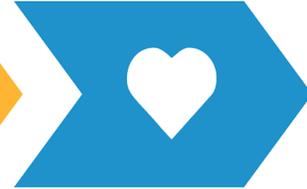
Recall anything that stood out to you and connect it to your own life. Use your imagination to paint a mental picture of the text. Picture yourself in the setting and context of the passage. Play out the scenario in your head.

Prayer Oratio



The next step is to take all the thoughts, feelings, actions, fears, convictions, and questions you have meditated on and offer them to the Lord in prayer. Praise God for who he is.

Contemplation Contemplatio



This final stage (though frequently overlooked) is one of vital importance. The "task" in this stage is to simply be silent in the presence of God (Psalm 46:10). In this stage we are to simply sit in the presence of God and feel His tender love and embrace.

NEXT STEPS

- What did I learn from or about God?
- What did I learn about what God thinks or wants of myself?
- What actions steps, if any, must I take out of conviction from this lesson?

Source: <https://www.biblegateway.com/resources/scripture-engagement/lectio-divina/home>