

Communication Icebreaker Introduction

QAA Benchmark Skills:

- Problem solving skills, including the ability to formulate problems clearly and to identify key issues and be able to apply different approaches to work towards a solution
- Communication skills
- Personal skills including the ability to work both independently and as part of a team, and the ability to plan, organise and perform work efficiently and conscientiously in a timely way, meeting deadlines where necessary
- Personal development skills, including the ability to identify and reflect on where further training or skill acquisition is necessary for self-improvement
- Self-direction and originality in problem solving
- Independent learning ability

ARU Graduate Capitals:

- Human (Knowledge)

Objectives:

- To engage learners in wider concepts of communication
- To explore/appreciate their own judgement and decision-making skills
- To encourage learner to appreciate non-verbal communication and tools to engage with and understand each other
- To act as an ice-breaker

Study Level:

Time: 1 hour

Group Size: Large Group

Resources: Papers, pens, items owned by individuals

Overview: Short task designed to build the foundations of effective initial communication within a group, by exploring the concept of instant judgement (against knowing more about an individual or situation). It uses non-verbal communication to draw out stereotypes and explore how communication extends beyond verbal to all aspects of presentation (of person, of situation etc).

	Time	Activity
Introduction to Enterprise Education	10 mins	PowerPoint presentation to introduce Enterprise Education
Activity	20 mins	<p>At the start of a session, explain that you would like students to join you in an icebreaker activity and invite them to work with people that they have not met before and that there is one key instruction: that no one talks to each other (or uses other communication such as texting).</p> <p>Split the large group into smaller groups (2-4 people in each group) and request each participant to select 3 items that they are happy to show to others, from their bags, pockets, clothes or the room or wider area (leaf; research article; equipment etc). Invite them to place these items selected in the table in front of him/her in a small pile.</p> <p>Now, within each group, each person writes on a post-it what assumptions they have made about the person; and places them around the items (so they made public). These opinions should be formed based on the displayed items by the person. This attempt at "personality analysis" should be gathered from their ownership/possessions of items/belongings.</p>
Evaluation	20 mins	<p>Once they have completed this task, the group should be invited to talk together and work through each pile of items and comments together. They should be left for a reasonable length of time to talk/explore their assumptions and get to know each other. This stage is important to allow enough time to work through their points and learn more about each other.</p> <p>Finally conduct a whole group debrief regarding assumptions and non-verbal clues. Ask the group about how they felt undertaking the task, and to recognise their emotions (arriving to a new programme to meet new people) as part of the process.</p>
Session Review	10 mins	<p>What skills do students feel have been developed through this session?</p> <p>Do students understand the importance of Enterprise Education?</p> <p>Can students identify ways in which Enterprise Education is already included in the modules?</p>

	Can students identify Enterprising skills they have already developed from their modules?
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