



Question & Answer

LESSON

LEARNING & DEVELOPMENT OUTCOME

Participants will learn to know when it is appropriate to listen and when to speak through an icebreaker game.

MATERIALS

None

AGE ADJUSTMENTS

This lesson is appropriate for all ages.

Lesson Plan

Introducing the Lesson

- Ask participants for examples as to what makes communication effective.
 - When is a good time to communicate?
 - What does communication look like?
- Transition by sharing or discussing with the group how one form of communication involves two or more engaged participants both speaking and listening to each other. In order to do this, not only do we need to ask questions, we'll need to listen and ask follow up questions to dig deeper and learn more about each other!

Experiencing the Lesson

- Put participants in small groups of five to six.
- Each group should sit in a circle facing each other.
- Instruct the group that they will take turns asking the group a question and everyone should answer in any order they would like.
 - If someone does not want to answer, they can pass up to three times.
- The challenge is for the person who asked the question to then ask a follow up question that will explore the same topic further.

Closing the Lesson

- Bring the group back together as one to explore together their experience asking questions, and listening to answers in order to come up with a follow up question.
- Ask questions like:
 - What was it like trying to think of a question?
 - Was it similar or different trying to think of a follow up question while listening to your peers?
 - Did you prefer asking questions or answering questions more? Why?

After the Lesson

- When you have conversations with participants in the future, take advantages of times when you are able to ask follow up questions to model this behavior.
- The added benefit is that you'll get to know your participants better as well!



Further Exploration



- This option should be used in conjunction with the original lesson written above and have included in your closing, the question, "Did you prefer asking questions or answering questions more? Why?"
- Ask participants to make observations about how many people answered that they preferred asking questions versus answering questions.
- Share why you prefer one over the other and provide a real example of someone you know that prefers the opposite. For example:
 - *Jayne is more comfortable asking questions because she likes to come up with ways to find out more about others and would rather hear others share than herself.*
 - *Celina is more comfortable answering questions because she has control over what she can share and when asking questions she feels pressure to ask the right question.*
- To help participants understand that not everyone has the same opinion or has the same confidence level to speak or share personal information in front of a group, have the group discuss:
 - Now that we know people have different comfort levels, how do we ensure that everyone feels included and able to share?
 - When should we sit back and listen instead of talk?
 - When should we talk instead of wait for someone else to speak up?

Get Creative

- Have participants create a new type of candy, where the wrapper has an open-ended question to get to know you inside.
- Depending on how much time you have, use any or all of the following prompts:
 - Name your candy.
 - What does your candy taste like?
 - What does the logo look like?
 - What colors are on the wrapper?
 - How many different questions do you want for your wrappers?
 - Make a list of all of these different questions.
 - Create a prototype of your candy!

Online

- To facilitate online, everyone's microphones and speakers must work properly.
- Write a list of participants' names in the chat to provide organization and show others when it's their turn to speak.
- You can also put participants into breakout rooms if the whole group is too big.

