



UNIT 1: MY MOB

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Inquiry 1: How do we communicate?

Description:

Working individually and collaboratively, students explore, analyse and interpret the nature and purpose of communication.

Student Activity Sheets

MM1.1 - Shapes Game
MM1.2 - Reflection Sheet: Communication
MM1.3 - Mime Activity
MM1.4 - Emoticon Drawing Activity

Background Information Sheet

Communication

1. VIEW

As a class, view the *Wadu Matyidi* animation and the Mini Doc: *Who We Are - Inhaadi Utyu Ngarpurla*.

2. EXPLORE COMMUNICATION

Discuss the three main characters in the animation and the way they communicate with one another.

Ask the following questions to stimulate the discussion:

- Other than talking, how do people communicate with each other?
- What forms of non-verbal communication did the children use?
- How did the characters react when they saw the man on the horse?
- Why was it important for the characters to communicate without verbal communication?

On an IWB or board, write the following communication forms as main headings: *verbal* and *non-verbal*. Ask students to brainstorm ideas about why each form of communication is important and have them suggest a definition for each.

Refer students to the Background Information Sheet Communication to further research the suggested forms of communication.

3. SHAPES GAME

Divide the class into pairs and have them play the Shapes Game (Activity Sheet: MM1.1). Through this game, students should begin to realise their reliance on non-verbal cues (e.g. body gestures and touch) as much as verbal cues. It is anticipated that students will experience some frustration in relying on only verbal communication skills.

After each player has had a turn, ask the class to assess how they performed in the game and what they may have learned about communication throughout the process. Ask students to complete 'Part 1' of the Reflection Sheet: Communication (Activity Sheet: MM1.2).

4. MIME

Introduce students to the Mime Activity (Activity Sheet: MM1.3). Ask students what they know about mime and what they believe to be the important features of mime. Divide students into pairs to complete their activity sheet and play the Mime Game. Have students demonstrate their action to the class.

Ask students to complete 'Part 2' of the Reflection Sheet: Communication (Activity Sheet: MM1.2).

5. EMOTICONS

Instruct students to complete the Emoticon Drawing Activity (Activity Sheet: MM1.4), whereby they use a digital drawing program (such as Microsoft Paint) or paper and pencils to draw what the emotions of 'happy', 'sad', 'anger' and 'fear' look like. If students have a mobile phone, they may wish to emulate the emoticons from their phone.

6. REFLECT

Ask students to complete 'Part 3' of the Reflection Sheet: Communication (Activity Sheet: MM1.2).

Follow this up with a class discussion asking the students what they have learnt about communication:

- What interesting things have you learnt about communication?
- Which type of communication do you think is most important? Why?



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Activity Sheets:

- MM1.1 - Shapes Game
- MM1.2 - Reflection Sheet: Communication
- MM1.3 - Mime Activity
- MM1.4 - Emoticon Drawing Activity

1. View

Watch the *Wadu Matyidi* animation and Mini Doc: *Who We Are - Inhaadi Utyu Ngarlpurla*.

2. Explore Communication

Other than speaking, can you think of ways in which you communicate with others? What were some of the ways that the main characters in the animation communicated with one another? Explore with your class and read the Background Information Sheet on [Communication](#) to help you learn more.

3. Shapes Game

In pairs, play the [Shapes Game](#), following the instructions provided. How did you go? Was it easy? Share your results with your class.

Complete 'Part 1' of your [Reflection Sheet: Communication](#) - don't forget to add your name!

4. Mime

What do you know about 'mime'? Answer the questions in your [Mime Activity](#) sheet and play the Mime Game with a partner. Demonstrate your miming action to the class and see if they can guess what it is.

Answer 'Part 2' of your [Reflection Sheet: Communication](#) to record what you have learnt.

5. Emoticons

Draw a picture to represent each of the emotions listed in your [Emoticon Drawing Activity](#) sheet. Use a computer drawing program such as Paint, or print the page and use pencils. If you have a mobile phone handy, you might even like to find an appropriate emoticon and copy it into your page. List beside each picture any words or physical features that might help to define the emotion.

6. Reflect

Finalise your [Reflection Sheet: Communication](#) by answering the questions in 'Part 3'.

MM1.1

SHAPES GAME

Two Players

Each player needs:

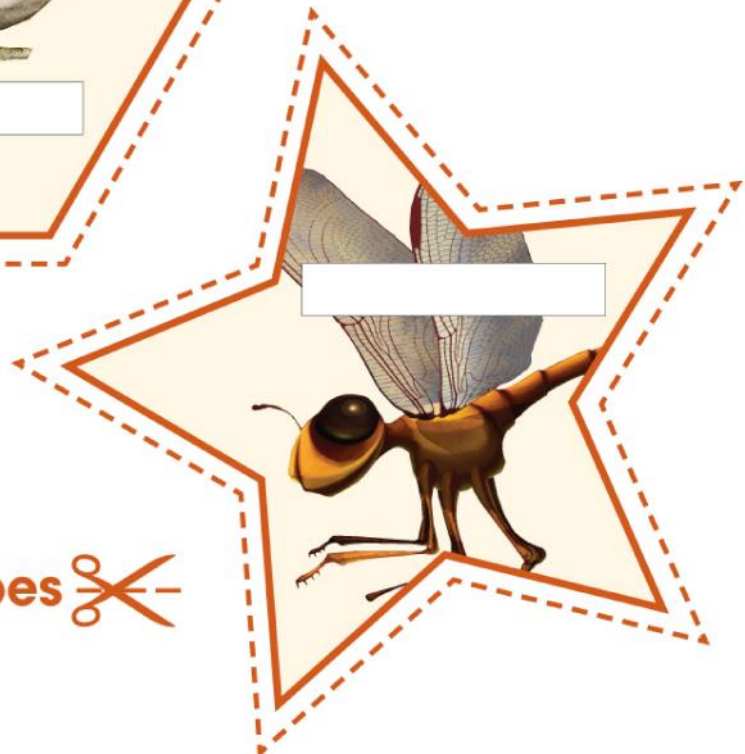
- 2 pages of the printed *Wadu Matyidi* shapes
- a pair of scissors
- a large piece of paper

Instructions

1. Cut out all of your shapes.
2. Write the name of the shape in the middle of each one.
3. Sit back to back on the floor with your partner, so you cannot see each other. Place your sheet of paper in front of you and your shapes next to the paper.
4. Choose who will be player one and who will be player two.
5. Player one – arrange your shapes onto the piece of paper in front of you. This can be in any order, but don't tell player two where you are placing your shapes.
6. Player two – no peeking and no speaking! Your challenge is to now try and arrange your shapes onto your piece of paper, so that they match player one's order, using only the verbal direction from player one.
7. Player one - give directions to your partner about what order you have placed your shapes and where. For example "the square is at the top left hand side of the large paper" and "the triangle is on the bottom right hand side of the page".
8. You must not repeat the instruction, or give any more detailed instructions to player two.
9. Player two – you must follow the instructions without asking any questions and without speaking at all.
10. Continue playing the game until all of the shapes are placed on the large piece of paper.
11. When all the shapes are on the paper, compare how your and your partner's shapes look on the large paper. Do they look the same or are they different?
12. Now swap roles and play again.

Too easy? Let's make it harder...

Try to play the game again, but this time, you aren't allowed to use the names of the shapes. For example, "this shape has four sides and I have placed it at the top left hand side of the paper" and "this shape has three sides and is on the bottom right hand side of the page". Hint: Use the pictures and colours found on the shapes to help you describe them to your partner.



Cut out the shapes 



Cut out the shapes ✂





Name: _____

MM1.2

Reflection Sheet:

COMMUNICATION

Part 1

1. Were your partner's shapes placed differently to yours at the end of the Shapes Game?
2. What did you find most difficult about the Shapes Game?
3. What feedback would you give your partner about the instructions they gave you during the Shapes Game?
4. If you were to play the game again, what would you do differently to make sure you were giving your partner really clear instructions?



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MM1.2

Reflection Sheet: COMMUNICATION

Part 2

5. What is non-verbal communication?

6. Think about the *Wadu Matyidi* animation and explain a time when the characters communicated without words.

7. Think about the *Wadu Matyidi* animation. Why do you think non-verbal communication (body language) was important to the character?

8. Explain a time when you have used non-verbal communication (e.g. at home, at school or with a friend).



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M1.2

Reflection Sheet.

COMMUNICATION

Part 3

9. List **five** examples of when you have used written communication.

10. Explain why verbal communication is important.

11. Why do you think it is important to be able to understand the emotions another person is feeling?

12. What was the most important thing you have learnt about communication?



Name: _____

MM1.3

MIME ACTIVITY

Non-Verbal Actions

1. Think back to the class list of examples of non-verbal behaviours and communication. Write down some examples that portray a simple non-verbal, everyday action.

- i. e.g. waving goodbye _____
- ii. _____
- iii. _____
- iv. _____

Mime Game

1. Find a partner and choose an action from the list below:

Mime examples from *Wadu Matyidi*

- skimming rocks across the waterhole
- catching an insect
- tracking an animal
- building a campfire
- playing clap sticks
- climbing a tree
- drinking from a waterhole

2. With your partner, practice miming the action. Be ready to perform this in front of the class. Remember mime means you are acting without using any words. So make sure your actions are big and clear!



Name: _____

M.1.4

EMOTICON DRAWING ACTIVITY

1. Use either paper and pencils or a drawing application on your computer.
2. In the box, draw a face that displays the emotion written below.
3. List some of the physical features that might show this emotion next to your drawing.

HAPPY

SAD

ANGER

FEAR
