

**Seeing Colors? Communications**  
**12<sup>th</sup> Grade Advisement Activity**  
**Estimated time: 20-30 Minutes**

**Georgia's Teachers-As-Advisors Framework**


Goal 10-3.2 - Develop positive, highly-developed interpersonal skills

- a. Identify and demonstrate effective communication skills
- b. Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful

**Objectives:** Students will observe group processing and the importance of listening skills

**Materials:** 30 half sheets of construction paper (15 RED and 15 BLUE); two blindfolds

**Activity:**

1. *Say:* Good morning. Welcome to advisement. Today we are going to observe how important good listening skills are to the effectiveness of a group process/teamwork. Employers will look for workers who can communicate effectively and listening is a major part of communications perhaps the most important one! Let's start with this little exercise: 
2. *Say:* I would like two volunteers (*young women in dresses would not be appropriate*). Great, thank you for volunteering. (*If you have no volunteers, appoint two people by the earliest and latest birthdays.*) Ask the volunteers to side outside the door for a few minutes. The rest of you should put your chairs or desks in a circle. (At that point, you will spread the sheets of red and blue papers randomly on the floor in the circle). When I bring our volunteers back into the room they will crawl around inside the circle picking up the pieces of paper, one picking up only red pieces, and the other picking up only blue pieces. Because they are blindfolded, they will rely on direction from all of you sitting around them. Those of you that are sitting in the circle cannot move or touch the blindfolded people during the activity. We will do two rounds with two different people each time. Each round will last 5 minutes or when one person has picked up all the blue or red papers. *While the two blindfolded people are still out of the room getting blindfolded, appoint half the group to assist one blindfolded person and the other half to assist the other. Also, before the blindfolded people are led back in the, give the RULES for that particular round:*
  - a. Round # 1-You may NOT mislead either of the blindfolded players. You may only truthfully help your assigned blindfolded person.
  - b. Round # 2-You MAY mislead either player.
3. *Process this activity by discussing the following questions:*
  - a. How do you feel about this activity?
  - b. How did the blindfolded people feel each time?
  - c. What was the hardest/easiest part about the activity?
  - d. How did the group feel about giving directions?
  - e. How did the rules for each round effect how you felt?
  - f. Which blindfolded people had the hardest/easiest task and why?
  - g. How did the blindfolded people know who to listen to? How do you know in real life?
  - h. How did the group best communicate with the blindfolded people?
  - i. When are you "blind" in real life?
  - j. What hindrances are there to communication with your friends or parents?

- k. What can affect how group members work together as a working group?
  - l. What do you think is the purpose for this activity?
  - m. What did you learn from the activity?
4. *Dismiss: I really enjoyed that activity.* Have a great day and remember to keep up with “Senior Stuff”. Let me know if you are having any problems especially with coursework. Don’t wait too long to ask for help. Everyone is going to GRADUATE!!!! Also, make sure you have taken some time to analyze the financial aid process. You will need to start filling out your forms after the first of year. Things are really going to get busy after the first of the year, so be prepared. Check you 411 PORTFOLIO to keep up with postsecondary planning. See you the next time we meet or before if you need me.