Communication Repair

Competency

5 MULTIPLE-CHOICE QUESTIONS

- 1. What is a communication repair strategy?
 - A) Ignoring what was said
 - B) Asking someone to say it again 🗸
 - C) Talking louder
 - D) Pretending to understand
- 2. Which of these is the BEST way to repair a communication breakdown?
 - A) Say "What?" over and over
 - B) Walk away from the conversation
 - C) Ask, "Can you say that in a different way?" 🔽
 - D) Guess what they meant
- 3. What does it mean to rephrase something?
 - A) Say it louder
 - B) Use different words to explain the same idea 🗸
 - C) Ask a question
 - D) Repeat the same thing again
- 4. In a noisy cafeteria, what can help if you didn't hear your friend?
 - A) Nod and pretend you heard
 - B) Yell back
 - C) Move to a quieter spot or ask them to repeat 🗸
 - D) Text someone else
- 5. Why is it important to repair communication breakdowns?
 - A) So people don't think you're ignoring them 🔽
 - B) So you can finish the conversation quickly
 - C) So you never have to ask questions again
 - D) So you don't have to talk at all

🧩 ENGAGING, INTERACTIVE ACTIVITIES (BY AGE GROUP)

Ages 10–12: "Fix-It Freeze" Game

Objective: Practice identifying and repairing common communication breakdowns. **Setup:**

- Write or print 5–8 brief dialogue scenarios where a communication breakdown occurs.
- Example:
 - o Friend: "I went to the... mumble mumble."
 - o Student: (FREEZE! What do you do?)

Instructions:

- 1. Play in pairs or small groups.
- 2. Read or act out a "broken" sentence.
- 3. Students freeze the scene and pick a fix (e.g., "Can you say that again more slowly?").
- 4. Earn a "Repair Star" for each helpful fix.

Materials: Index cards, stars or tokens, optional timer.

Time: 10–12 minutes

Why it works: Active, social, and builds concrete strategy awareness.

Ages 12–15: "Repair Toolbox Relay"

Objective: Build a mental "toolbox" of repair strategies.

Setup:

- Create strategy cards (e.g., "Ask for repetition," "Move closer," "Rephrase," "Use gestures").
- Prepare real-world scenes (e.g., hallway noise, online class, fast-talking friend).

Instructions:

- 1. Divide students into two teams.
- 2. One team draws a scene card + one person acts it out with a breakdown.
- 3. Other team races to choose 2–3 "tools" to fix it.
- 4. Teams switch roles each round.

Scoring: 1 point per relevant and effective strategy.

Materials: Printed cards, whiteboard or timer

Time: 10–12 minutes

Why it works: Builds teamwork, speed, and decision-making with real-life examples.



Ages 15–18: "Group Chat Gone Wrong"

Objective: Practice repair in layered, complex communication settings.

Setup:

- Provide a transcript of a fictional group chat or in-person conversation with several unclear or broken parts.
- Include slang, emojis, sarcasm, and background noise (if acting it out).

Instructions:

- 1. In small groups, students identify 3 communication breakdowns.
- 2. For each one, choose a repair strategy and re-write the transcript or scene to fix it.
- 3. Optional: Act it out for bonus points.

Reflection:

End with a discussion: Which strategies felt easy? Hard? How can you make it easier next time?

Materials: Handouts or slides, writing tools

Time: 10–12 minutes

Why it works: Higher-level thinking + realistic scenarios = relevant learning for teens.

Relatedness

LIKERT SCALE QUESTIONS (for ages 10–18)

(Use a 4- or 5-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree or include a neutral option.)

- 1. "I'm not the only one who needs people to repeat or explain things sometimes."
- 2. "I feel more confident asking for clarification when I see others doing it too."
- 3. "I notice when classmates have trouble understanding, and I try to help."
- 4. "It's helpful when teachers repeat things for the whole class."

ACTIVITY SUGGESTIONS (by age group)

Ages 10–12: "We All Need Help Sometimes" Circle

Objective: Normalize communication repair by identifying shared experiences.

Instructions:

- 1. Sit in a circle (or use a virtual wheel on a whiteboard).
- 2. Each student receives a card with a statement like:
 - "I didn't hear the teacher one time because of noise."
 - "I've seen a friend ask, 'What did you say?'"
- 3. Students say their card out loud and take a step into the circle if it applies to them too.
- 4. After 6–8 rounds, ask: "What did you notice?"

Time: 10 minutes

Why it works: Builds empathy, reduces stigma, shows commonality.

Ages 12–15: "Repair Radar" Observation Walk

Objective: Encourage noticing communication repair in others.

Instructions:

- 1. Watch a short video clip or observe a live skit (teacher-led or peer-based) with subtle communication breakdowns (e.g., muffled words, background noise, fast speech).
- 2. Students fill out a "Repair Radar" checklist:
 - o Who repaired the communication?
 - o What strategy did they use?

- o How did others respond?
- 3. Discuss: "Have you ever done something like this?"

"Have you seen a teacher or friend do it?"

Time: 10–12 minutes

Why it works: Builds observational and reflective skills.

● Ages 15–18: "Spot the Shared Strategy" Discussion Board or Gallery Walk

Objective: Highlight that communication repair is a common social skill, not a deficit.

Instructions:

- 1. Students write anonymous sticky notes or digital posts finishing the sentence:
 - o "One time I asked someone to repeat themselves because..."
 - o "I saw someone ask for clarification when..."
- 2. Post responses on a board or Jamboard.
- 3. Ask students to walk around, read, and put a sticker/star on examples they relate to.
- 4. Facilitate a discussion: "What do these examples show us?"

Time: 10–12 minutes

Why it works: Encourages personal reflection, empathy, and social learning.

Autonomy

5 MULTIPLE-CHOICE QUESTIONS

- 1. When might someone NOT feel comfortable asking for clarification?
 - A) When they are in a quiet room
 - B) When the speaker is kind
 - C) When they don't want to seem different **V**
 - D) When they're sitting with a friend
- 2. What is one way to re-engage in a conversation after giving up?
 - A) Walk away
 - B) Say, "Never mind"
 - C) Ask, "Can you help me catch up on what I missed?" 🔽
 - D) Stay quiet
- 3. Who can support you if you feel frustrated about not hearing or understanding?
 - A) A teacher
 - B) A friend
 - C) A trusted adult
 - D) All of the above
- 4. What could help if you don't feel comfortable asking someone to repeat themselves?
 - A) Nothing—it's best to stay quiet

- B) Use gestures or ask a friend to help 🔽
- C) Make a joke instead
- D) Ignore the conversation
- 5. Why is it important to try again when communication breaks down?
 - A) So you don't fall behind V
 - B) So people think you're quiet
 - C) So you don't bother others
 - D) It's not important

🧩 FUN, ENGAGING ACTIVITIES BY AGE GROUP

Ages 10–12: "Confidence Thermometer" + Skit Play

Objective: Build self-awareness and practice communication repair strategies with support.

Instructions:

- 1. Introduce a "Confidence Thermometer" (1 = not comfortable, 5 = very comfortable). Show kids different situations and have them rate comfort level:
 - o Asking a teacher to repeat something
 - o Speaking up in front of classmates
 - o Asking for help in a noisy room
- 2. Follow up with mini role-plays in pairs using cards:
 - o "You're at lunch and didn't hear what your friend said—what do you say?"
 - o "Your teacher is reading fast—what do you do?"
- 3. Have students act out the scenes and then discuss what helped or didn't.

Materials: Thermometer posters, role-play cards

Time: 10–12 minutes

Why it works: Combines feelings-based reflection with action.

🛑 Ages 12–15: "Repair Roadblocks & Re-Routes"

Objective: Identify emotional and situational blocks to communication repair and find strategies to overcome them.

Instructions:

- 1. Give students 6–8 common "roadblocks" on slips of paper (e.g., "I'm embarrassed", "They talk too fast", "Too many people around").
- 2. In small groups, sort them into:
 - o Situations where I'd still speak up
 - o Situations where I'd feel stuck

- 3. Next, brainstorm "re-routes"—ways to re-engage (e.g., writing it down, asking a friend to repeat, waiting for a pause).
- 4. Share and build a class "Re-Engagement Toolkit" poster.

Materials: Roadblock slips, poster board, markers

Time: 10–12 minutes

Why it works: Helps normalize discomfort and empowers students to create real strategies.



Ages 15–18: "Comfort Zone Mapping + Reconnect Plan"

Objective: Support teens in identifying their own boundaries and planning re-engagement strategies for when communication breaks down.

Instructions:

- 1. On a worksheet or Jamboard, students draw 3 circles:
 - o Comfort Zone (e.g., texting a friend)
 - o **Stretch Zone** (e.g., asking a teacher to rephrase)
 - o **Panic Zone** (e.g., answering a question in front of a group when they missed part
- 2. Reflect: What pushes you into each zone?
- 3. Then, for 1–2 "Stretch" or "Panic" scenarios, students create a **Reconnect Plan**, answering:
 - o Who could help me?
 - o What could I say or do?
 - o What helps me feel brave?

Materials: Handout, pens, optional Jamboard

Time: 10–12 minutes

Why it works: Fosters autonomy by naming emotions and planning next steps—especially valuable for high schoolers navigating increasing independence.