

# The Graffiti Model #1



PICTURE FROM : <https://www.widewalls.ch/10-new-york-graffiti-legends-still-kicking-ass/>

Modified from a plan by Kari Kerrigan/2000 by [Leslie Owen Wilson](#)

Grade Level and Class: *8<sup>th</sup> Grade Teen Living Skills*

Area of Concentration: *Family and Consumer Education*

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*District Aim:* Students will learn how to communicate effectively.

*Goal:* The class will be able to assess prior knowledge of communication skills, and also be able to analyze what areas need improvement.

*Step One:* Questions prepared and students divided into groups of four.

*Questions:*

1. (Red) What communication skills are especially important when discussing important issues?
2. (Blue) How are nonverbal messages an important part of communication?
3. (Green) Is active listening more important in some cases than others? Why or Why not?
4. (Purple) How do relationships benefit from effective communication?

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*Step Two:* In each group, each member will be given different colored writing utensil – red, blue, green, purple. Then each member of each group will be given one of the above questions. The color of the ink corresponds to the code on the questions.

*Step Three:* Students are given two to three minutes to answer their questions. When time is up, questions and responses are passed to another group. Again, the question and response received is the same one originally given. The corresponding member of another group reads the response and piggybacks off the previous response to the same question. This process continues until the original responses have been read and answered by at least 3 – 4 other group members.

*Step Four:* When the round robin exchange has been completed 3-4 times, sheets are returned to the original groups. Groups get their original responses back and individual members review the collective responses to their original question summarizing the responses. After the collective reading for each question, the group discusses the combined answers on all questions.

*Step Five:* Each group then arranges the answers into categories and makes any additions based on their discussions of what other groups wrote.

*Step Six:* Groups share what they discussed as a whole class, noting general trends and ideas.