



## ACTIVITY: 'LOUD STATIC'

<b>TIME:</b>	<b>10–15 minutes</b>
<b>SIZE:</b>	<b>Large groups</b>
<b>SPACE:</b>	<b>Large clear room, sports hall, outdoors</b>
<b>RESOURCES:</b>	<b>Popular Phrase Cards (p.68 or SenseAbility CD)</b>

**The aim** is for students to place others in a situation where they must overcome intrusions and frustrations to achieve a goal.

**The result** should be constructive discussion about emotion management and the importance of helpful, realistic thinking to achieving a healthy Sense of Control.

1. Divide the class into three equally sized teams, Team A, Team B, and Team C. Team A will be the 'senders', Team C the 'receivers', and Team B the 'static'.
2. Place the teams in three parallel lines, with approximately two metres between each line. It is important that Team A and Team C have equal numbers.
3. Choose a Popular Phrase Card set appropriate to the number of people in Team A (i.e. if there are eight people in Team A, then choose an eight-word Popular Phrase). Give each person in Team A one card each (on which is one word from the Popular Phrase). It is up to you whether you scramble the order of the words.
4. The goal of each Team A member is to 'send' or somehow communicate the word on his/her card to their receiver counterpart in Team C without moving from their spot and **without saying the word itself**. They can use mime, morse code, gestures, etc. Team C's tasks are to: 1) get the words from Team A, and then 2) work out the Popular Phrase. Team B – the line of students between Team A and Team C – aims to prevent communication between Team A and Team C – they can do this by distracting, yelling, jumping, whistling, etc.
5. It can be beneficial to explain the rules and then allow each team one minute to huddle and devise strategies before commencing.
6. You can also run the activity against the clock, and then swap roles so Team C moves to the middle row, Team A becomes the receivers, etc. However, it might be good to engage in some class discussion beforehand, so students have the opportunity to review their thinking strategies.



## DISCUSSION SUGGESTIONS

- How easy/difficult was the activity? Why? Which groups felt more pressured/stressed? Why do you think that?
- What were your reactions during the activity? What was going on physically (e.g. elevated heart rate, giggling, sweaty palms), what were your feelings (e.g. frustrated, excited, happy, irritated), and what thoughts were going through your head (e.g. 'This person is driving me nuts!', 'I can't do this', 'I'm not going to let this beat me')?
- Was your self-talk/thinking strategy helpful/constructive? How do you know (i.e. what were the results)? What thoughts/self-talk were unhelpful/unconstructive? How do you know (i.e. what were the results)?
- How is this activity similar to real life? Would your reactions/responses to this activity serve you well in real-life situations? Why/why not?
- What good thinking and emotion-regulation strategies did you learn from this activity that you could use in day-to-day life?