

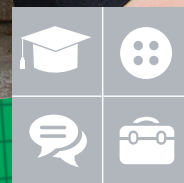
Communications Curriculum



01508F



Skill Level
Beginner **Module 1**



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This curriculum is a joint project of:



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Communications & Me

Time Needed
15 Minutes

Materials
Pencil & paper

How many different modes of communication have you used today? What ways do people react based on the different ways you present information to them?

Introduction

The world of communication focuses on the sending and receiving of messages and information through writing, signals, or speech. Delivering a message so that the person listening understands the message as the speaker intended them to is an important part of communication. Often times, delivering this message involves using several different modes of communication at the same time. It is important to understand how to use these modes to communicate your message in the best way. These modes can be verbal and non-verbal. Gestures and facial expressions are examples of non-verbal communication, while words, notes, e-mails, or phone conversations are verbal modes of communication.

Although listening is very important, most people do not think of it as a communication skill. In reality, listening is a skill that is important to polish. The meaning of a message is an exchange of information between the sender and the receiver. Active listening helps achieve mutual understanding. To be an active listener, it is important to remember the following:

- Listen now, repeat later
- Express interest to listen
- Be present (don't think about other things when someone is talking)
- Use your whole body to listen
- Control emotions and distractions

Learner Outcomes

Become aware of own communication preferences; Introduce verbal/non-verbal messages and active listening.

Education Standard(s)

Common Core Standards. Speaking & Listening K-5. Report on an experience in an organized manner. Use different presentation forms when appropriate.

Success Indicator

Describing various modes of communication and creating a communication web

Life Skill(s)

Communicating with others. Communicating s appropriate verbal and non-verbal messages

Learn More

“Tips for Listening” in Voices from the Past:

<http://fyi.uwex.edu/wi4hpublications/voices-from-the-past/>

Experience / What to Do

Have the youth think of an exciting experience they have had recently that they would want to share with others.

Did You Know?



On average, a person has to hear something seven times before it is comprehended.

“Silence is what keeps you from saying more than you need to – and makes the other person want to say more than he means to.” – Mark McCormack

Glossary Words

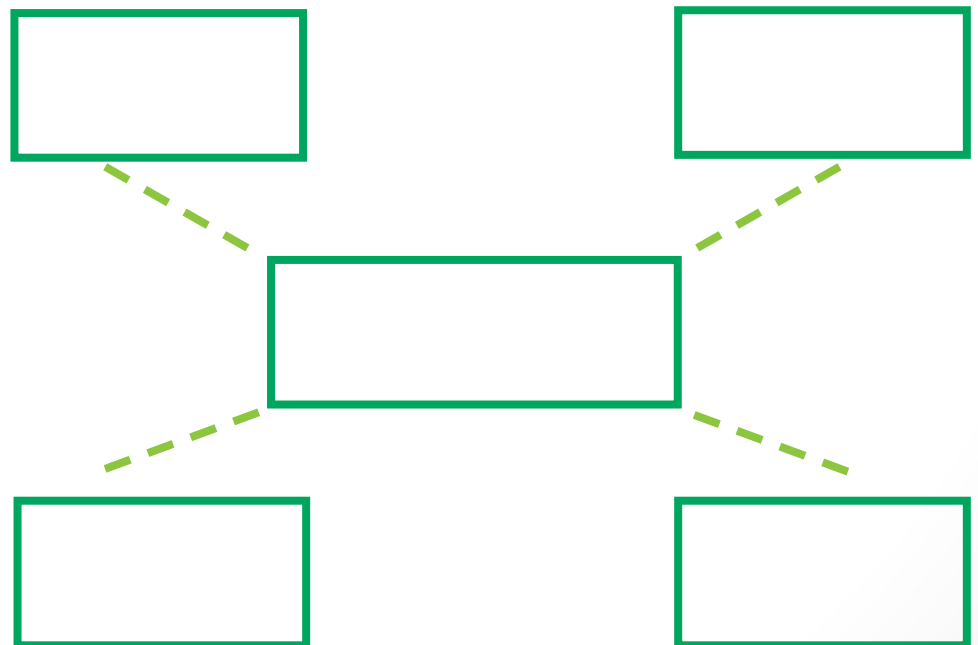
Active listening,
Communication modes

Related Activities

First Impressions
Eye on Sports
Time Travels

Have them brainstorm how they can share their experience with at least four people in four different ways. Examples you can share with youth who are struggling to find ways might include making a video, telling a story, creating a slideshow, or writing a poem.

1. Give each student a piece of paper and writing utensil.
2. Have them draw a picture or paste a picture that represents the experience in the middle of the paper.



3. Branching off the center circle, have each youth come up with different modes of communication they can use to share their experience. Have them come up with as many modes as possible and represent them with pictures or text.

4. Finally, have the youth partner up and share the experience with one another using one of the modes they identified. Have them share their experience with at least three different people using different modes of communication.



Talk It Over...

Share. . .

What communication modes did you identify?
Which modes did you use to communicate your message to someone else?
Which mode of communication was your favorite?
What made certain types of communication easier than other types?

Reflect. . .

What surprised you about the outcome?
Why is it important to have different forms of communication for specific situations?
Was there a mode of communication that the listener reacted to more than others?

Generalize. . .

What can you improve about the way you communicate in different ways?
How can these improvements make you a more effective communicator?



Apply. . .

How have you used the different modes of communication in recent experiences?
What types of situations require specific modes of communication?

References

Activity adapted by Amy Peyton, Iowa 4-H Intern
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity "Communications and Me" In Picking Up The Pieces: Communication Activities for Youth produced by
The National 4-H Cooperative Curriculum System, Inc. (2005)



Follow My Lead

Time Needed
30 minutes, depending
on size of group

What happens when you are following or giving directions if the directions are not clear?

What would be the results of giving directions to someone who isn't listening?

Materials List
Bread in plastic bags, jars of peanut butter, jars of jelly (or other type of sandwich makings), plastic knives, plates, hand sanitizer, paper towels

Introduction

The ability to give and interpret directions is an important part of everyday life. Many people have difficulty getting others to understand what they want them to do, while other people have difficulty understanding what they are supposed to do. Clear directions require clear communication. Tips for improving clarity in directions include:

- Establish a starting point and move in a step by step process to your final outcome.
- Phrase the action to be done clearly and simply. The more specific your words, the clearer the directions will be to the receiver.
- Evaluate your outcome and improve the directions if necessary. The success of your outcomes will depend in large part on the method and clarity of your instructions. In this activity, participants will learn to give clear directions through teamwork. Working with partners, participants will understand the importance of not only giving directions but also following directions correctly

Learner Outcomes

Send and receive messages; listen carefully and give and understand clear directions

Education Standard(s)

Common Core Standard. Speaking & Listening K-5. Evaluate & apply information presented orally.

Success Indicator

Teams are able to use directions to make a sandwich successfully or give accurate directions to a common location.

Life Skill(s)

Communicating with others, understanding directions

Learn More

Online Listening Activities

http://www.exploratorium.edu/listen/online_activities.php

Communication Skills for You and Your Family

<http://extension.udel.edu/factsheets/communication-skills-for-you-and-your-family/>



Experience 1: Play Telephone

1. It is important to be able to give specific directions, but keep things simple. Have youth split into teams of 4-5 and play telephone with directions to a specific location. The purpose is for the last person to get to the correct location. Note: Members in the middle can add clarifications if need be, but let them figure this out on their own.
2. Have the first person think of a place everyone will know. The first person gives directions to the place to the second person, and it is passed down the line. Ask the last person in the group if they can guess where the location is.
3. Try this activity one more time using a new location.

Experience 2: Try to Make a Sandwich

1. Split groups into teams of two. Encourage youth to pair up with someone they do not know well.
2. Give one member the supplies to make a peanut butter and jelly sandwich.

*Safety concern: Some youth may have allergies to peanuts. If this is the case, use other types of sandwich making, such as meat, cheese, lettuce, and bread.
3. Make sure the partners are back to back or cannot see each other, but that teams are far enough apart that they will not hear other teams' directions. The team member without the supplies will explain how to make a sandwich.
The key is that the teams follow directions exactly without talking and asking questions.
4. Have team members switch roles if time allows, but this time allow the partner following directions to talk and ask questions.

Extended Activity

Have youth do the first Sandwich experience again, but this time in writing. Have one partner write out the steps to make the sandwich. Then have the second partner follow the directions by reading them. They cannot talk or ask questions. Ask the same questions relating to the writing directions as you did for the verbal activity.

References

Activity adapted by Amy Peyton, Iowa 4-H Intern
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity "Communications and Me" In Picking Up The Pieces: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)

Did You Know?



Americans eat enough peanut butter in a year to make more than 10 billion peanut butter and jelly sandwiches. Source- National Peanut Board

Glossary Words

Clarity, specific

Related Activities

Now Hear This!
Between You and Me
Who's Listening

Talk It Over...

Share. . .

In the first activity, what were the directions the last person received?
What were the directions the first person said?

For the second activity, what happened? As the sender how clear were your directions? As the message receiver, how clear do you think the directions were?

Reflect. . .

What went wrong or right in these activities?
What made it easier for the second person making the sandwich?
Ask specific sandwich-making pairs to explain the directions they used and share the reasons they were (or were not) followed in a specific direction.
What did you do differently on the second round of telephone?

Generalize. . .

What changes in giving and receiving messages would you make if you did these activities again?
How do these activities apply to all giving and understanding directions?
How would being able to ask questions make the activities easier?
Share how the skill of listening is important to your life.

Apply. . .

Describe a situation where not giving detailed directions could cause problems.
Explain a time when you have needed more specific instructions.

How did you handle that situation?
How might you handle a similar situation in the future (then versus now)?
How would more directions change the outcome?
How can you make sure you are being an effective sender and/or an effective receiver of a message?