

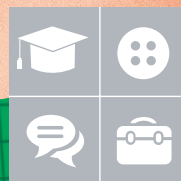
# Communications Curriculum



01509F



Skill Level  
Intermediate **Module 2**





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## Acknowledgments

### Authors

Judy Levings, Ph.D.  
Iowa 4-H Youth Assistant Director, Iowa State University

Mitchell Hoyer  
Program Specialist, Iowa State University

Kourtney Determan, Iowa State University Intern  
Rachael Emig, Iowa State University Intern  
Sara Goematt, Iowa State University Graduate Assistant  
Rachel Norby, Iowa State University Intern  
Amy Peyton, Iowa State University Intern

### Project Director

Martin H. Smith, MS, Ed.D.  
Associate Specialist in Cooperative Extension, Department  
of Population Health and Reproduction  
Veterinary Medicine Extension, Department of Human  
Ecology University of California, Davis

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# Between You and Me

**Time Needed**  
30-45 minutes depending  
on size of group

How does it make you feel when you get your feelings hurt during a disagreement or an argument?

**Materials List**  
Paper and pencils



## Introduction

Conflict happens among family and friends all the time.

If you have watched television, read a story or watched a movie, you have probably noticed that people experience conflict.

Understanding conflict helps you to create reasonable solutions to your problems.

There are many ways that people solve conflict. Not all are right for every situation, but the following conflict resolutions methods are helpful when working out disagreements.

### Communicate:

Talking it out and explaining the situation might help to solve misunderstandings.

### Negotiate:

When working out a conflict, you might want to follow a set of steps to solve the problem. These steps are based on understanding what the issues are, maintaining fairness, and compromising.

### Mediate:

Sometimes people want to work out a problem but have trouble coming to an appropriate solution. They might ask someone to help them, known as a mediator. A mediator helps those involved define their problem, develop resolutions, and choose a workable solution to solve the problem.

### Arbitrate:

When people need help mediating or working out a problem, they can use an arbitrator whose job is to decide how to resolve the conflict. Arbitrators listen to each person's side, interview each person separately, and interview other people about the problem as well. They do their homework to make a fair decision.

## Learner Outcomes

Understand conflict resolution

## Education Standard(s)

Common Core Standard.  
Speaking & Listening 6-12.  
Participate effectively in a range of conversations & collaborations with partners, building on others' ideas & expressing their own.

## Success Indicator

Communicating with others;  
actively participates in discussion

## Life Skill(s)

Communicating with others  
– presenting information

## Learn More

Conflict Resolution Lesson Plan

<http://www.teachervision.fen.com/interpersonal-skills/lesson-plan/2989.html>



## Experience / What to Do

### Experience 1:

1. Ask youth to create a list of conflicts or disagreements creating a list of responses on paper. Now ask youth to choose one of those and brainstorm ideas as to what two people would need to do in order to resolve the conflict or disagreement. Post these responses for the entire group.
2. Have youth split into four groups and provide each group with a conflict term slip (found on the next page). Ask them to match up the conflict resolution term with the way they might solve the conflict from the generated list created above in number one. Have youth share what terms matched and what terms were missing.

### Experience 2:

1. Have youth choose one of the conflicts they identified in Experience 1 and role play the conflict coming to a solution for the entire group. Each group should participate and all members should have a part in the role play.
2. After the role play, the groups that are not acting should name the method of conflict resolution that was used.

### Extended Activity:

Sometimes resolving conflicts can take a little more than communication, negotiation, mediation or arbitration. People might need to seek the ruling of a judge for a solution as to who is right or wrong, known as litigation. Some conflicts may cause the creation of a rule or law, known as legislation.

Some schools and communities have started youth courts to help resolve conflicts among youth. For more information about youth courts visit <http://www.youthcourt.net/>

If this is a need in your community, how would you go about implementing a youth court?

What are some pros and cons of starting a youth court?

### References

Activity adapted by: Rachel Norby, 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 "Between You and Me" In Putting It Together: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc (2005)

### Did You Know?



An old proverb says, "When something is to be divided between two people, one person should make the cut and the other person should choose first."

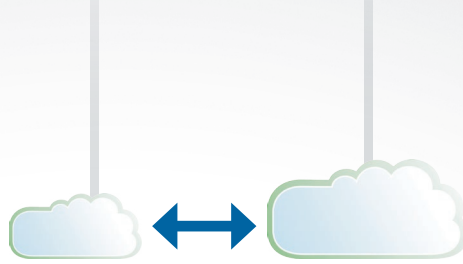
### Glossary Words

Conflict, Resolution, Negotiate, Mediate, Arbitrate, Litigation, Legislation

### Related Activities

Follow My Lead  
Now Hear This!  
Who's Listening





## Talk It Over...

### Share. . .

What are some decisions you had to make in this activity?  
What was the most difficult part of this activity?

### Reflect. . .

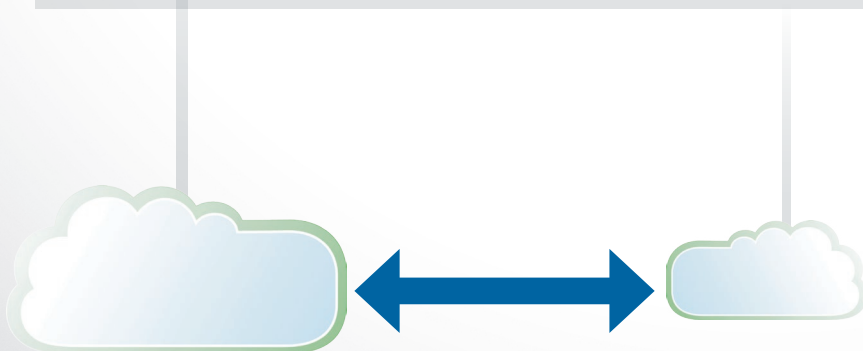
In what ways is it important to be able to resolve conflicts?  
What happens when you don't have enough information to make a good decision?  
How did you go about resolving conflict in this activity?

### Generalize. . . .

What did you learn about yourself through this activity?  
In what other parts of your life have you used a similar process?

### Apply. . .

How will you be able to use this new knowledge at home, school or within your club?  
What would you do differently the next time you are involved in an argument or other kind of conflict?



## Conflict Terms T

### Communicate:

Talking it out and explaining the situation might help to solve misunderstandings.

### Negotiate:

Following a set of steps to solve the problem. These steps are based on understanding what the issues are, maintaining fairness, & compromising.

### Mediate:

Sometimes people have trouble coming to an appropriate solution. A mediator helps those involved define their problem, develop resolutions, & choose a workable solution to solve the problem.

### Arbitrate:

Their job is to decide how to resolve the conflict. Arbitrators listen to each person's side, interview each







# Now Hear This!

**Material List**  
Paper, pencils, various  
sentences on strips  
of paper

**Have you ever misunderstood a message because of the way it was said?**

## Introduction

The saying, “It’s not what you say, but how you say it”, really holds true when communicating a message to others. In this activity, youth will see how the way something is spoken can change its meaning or suggest something entirely different. They will practice using emphasis on words to change the meaning of sentences.

Punctuation at the end of a sentence drives the way the message is delivered even before you begin to think about emphasis on words. Often overlooked but important for emphasis is the comma, the mark that says “take a breath, pause, and wait for a moment”. Effective speechmakers use the power of the comma to their advantage when they leave the listener hanging on the hope of the next word. Civil rights activist, Martin Luther King, Jr., captivated his audiences by using the power of “wait”. In one of the Dr. King’s most important speeches, “I Have a Dream...” this technique is used throughout to leave a lasting impression, one that has lasted 40 years!

## Learner Outcomes

Understand that how you say something communicates a message

## Education Standard(s)

Common Core Standard. Speaking & Listening 6-12. Participate effectively in a range of conversations & collaborations with partners, building on others’ ideas & expressing their own.

## Success Indicator

Communicating with others; actively participates in discussion

## Life Skill(s)

Communicating with others – presenting information

## Learn More

View examples of experienced speakers to help you learn about verbal emphasis. See [www.ted.com](http://www.ted.com). Have the youth choose a favorite book or poem and copy four to six lines from a passage. Then, have them go back through the passage and mark words they will emphasize to bring the work to life. Have each youth read their sentences to a partner, using the emphasis they marked.





## Experience / What to Do

### Experience 1:

1. Create sentences that can have multiple meanings based on the emphasis and write/type them on strips of paper so that each youth has at least one.

### Examples include:



*Come over here!*

*Where did you get those books?*

*I finished the work myself.*

2. Have each youth pick one sentence. Have them come up with at least two ways to say the sentence so that it has a different meaning. Instruct youth to emphasize a different word in the sentence each time. Give each youth a chance to share with the rest of the group and make sure they emphasize the sentences differently.

### Experience 2:

1. Give each youth a piece of paper and a pen or pencil. Have them create their own sentence that can be emphasized differently. Have them write the sentence multiple times, circling the word that should have the most emphasis for each meaning of the sentence.
  2. Have the youth partner up and trade sentences. Then, go around the group and have the partners read the others' sentences with varying emphasis.
  3. Ask the youth who wrote the sentence to share how they think the meaning changes each time after their partner has read them to the group.
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- 



### Did You Know?

Scientists believe that humans began “speaking” by imitating the sounds in their environment such as growling, chirping, barking, and even the sound of crashing thunder. Today there are more than three thousand languages spoken all over the world.

### Glossary Words

Infer, Activist, Intonation, Punctuation, Emphasis

### Related Activities

Follow My Lead  
Between You and Me  
Caring Correspondence

### References

This activity is adapted by: Kourtney Determan and Amy Peyton, Iowa 4-H Interns  
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist  
From the activity “Now Hear This” in Picking Up The Pieces: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum Systems, Inc. (2005)





## Talk It Over...

### Share. . .

How did the meaning of each statement change when it was read differently? What did you find to be difficult about creating a statement that could have more than one meaning?

### Reflect. . .

How difficult was it to decide where to place the emphasis when you did not know the true meaning of the sentence?  
When would you want to change the emphasis?  
How does this help you communicate a stronger message?

### Generalize. . .

How can your intonation and emphasis on certain words directly influence the message?  
How important is it to indicate where the emphasis should be placed when you had someone else read your sentence?

### Apply. . .

How will you be able to use this new knowledge at home, school or within your club?  
How could this information be helpful next time you are involved in an argument or other kind of conflict?









# Crossing Cultures

Materials List  
Paper, pen

What experience do you have with other cultures?  
Do you have friends or peers that come from different cultures than your own?

**Time Needed**  
30 minutes as group plus  
outside meeting time to  
contact people.

## Introduction

Youth may have already completed the Jumping In activity to learn more about their personal cultural background. That activity should have helped youth relate to others by learning more about themselves.

In this activity, youth will learn more in-depth information about different cultures. Culture is defined as the behaviors and beliefs characteristic of specific social, ethnic, or age group. Knowing more about other cultures is an important part of being able to communicate in today's diverse society.

Communication can differ between cultures in a number of ways such as greetings, body language and styles of speech. Different cultures may also give more authority to a specific person over another person.

Some examples of greetings in different parts of the world are:

Asia	Bow, little eye contact
North America	Hand shake, hug
South America	Kiss on one cheek
Europe	Kiss on each cheek (in some countries more than once) Greece: Back slaps
Africa	Various ways such as in Zambia by gently squeezing thumbs.

## Learner Outcomes

Understand that there are different cultural rules and the importance of communicating with people different than you

## Education Standard(s)

Core Curriculum Standard. Speaking & Listening 6-12. Prepare for & participate effectively in a range of conversations & collaborations with diverse partners, building on others' ideas & expressing their own clearly & persuasively.

## Success Indicator

Identifying another culture to learn about it and present what they have learned to others

## Life Skill(s)

Working effectively within a group. Considering different perspectives and cultural views



## Experience / What to Do

### Part 1:

The goal for this activity is to have each youth assess and expand their current knowledge of various cultures.

1. Students are instructed to create a 'K-W-L chart' by following these directions:
  - I. Take one sheet of paper and fold the left and right sides to the center to create three even sections.
  - II. Place a K at the top of the first section a W at the top of the second and an L at the top of the third section.
  - III. Have youth select another culture/group of people (ex. Mongols, Tibetans, etc.)

2. Have students fill in the K and W section accordingly:  
K- What do you already know about the chosen culture?

W-What do you want to know about the culture, or what interests you about people from other countries or religions? What do you think is important to know to be a better communicator? Who do you think in your community could help you learn about other cultures?

L- What did you learn? What did you learn about culture and communicating effectively?

\*\*\*Fill the L section after the second part of this activity is completed.

### Part 2:

1. Have youth discuss the K and W sections of their chart. In the W section, they should have talked about other people from whom they think they could learn. Have youth collaborate to create an entire group list of those names.
2. From that list, encourage youth to add names of members' of the community that could help them learn about culture. City leaders, teachers and community members are good examples.
3. Have youth take responsibility for contacting one or two people from their list to interview or have them come speak to the group. This person should share information about his or her own culture and how this affects their communication skills.
4. After the speaker (s) have presented to the group, have youth fill in the last section of their K-W-L chart about what they learned and discuss these things as a group. Have them explore the Internet to find out more questions about different cultures.
5. Have youth put together a 3-5 minute presentation to share at the next meeting.

### References

Activity adapted by: Rachael Emig, Iowa 4-H Youth Development Intern;  
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist. From the activity "Celling Out" in Communication Helper's Guide: Communication Group Activities produced by the National 4-H Cooperative Curriculum System, Inc. (2005)

### Did You Know?



Culture is different from a country. One country can contain many different cultures.

### Glossary Words

Culture, Diversity, Society

### Related Activities

Jumping In



## Talk It Over...

### Share. . .

What did you learn about other cultures in this activity?  
Share any struggles you had with filling out your KWL chart.

### Reflect. . .

What surprised you about how other cultures communicate?

### Generalize. . .

What prior skills did you use to be successful in this activity?  
What did you learn about yourself as you learned about other's cultures?

### Apply. . .

How does understanding various cultures help you be a better communicator?  
What are some ways that you could continue to learn about other cultures?

