

Say What You Mean for Kids
A Communication Study for Elementary Students

SAMPLE

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JoJo Tabares 2004

Course Outline

Week 1: Introduction and getting acquainted with the program

Week 2: What is communication?

Week 3: Oral Communication

Week 4: Written Communication

Week 5: Why Do We Communicate?

Week 6: Overview of Persuasion and Witnessing

Week 7: What makes a good communicator?

Week 8: Persuasion: Know Your Audience

Week 9: Persuasion: Being a Good Listener

Week 10: Persuasion: Presentation Skills

Week 11: Persuasion: Know Your Facts

Week 12: Persuasion: Credibility

Week 13: Persuasion: Confidence

Week 14: Persuasion: Putting Your Personality into Your Speech

Week 15: Life Skills

Week 16: Life Skills: Description and Relaying a Message

Week 17: Life Skills: Showing Appreciation

Week 18: Project Reports Due

Appendix: Evaluation Sheets, Basic Speech Outline, Customer Evaluation Sheet

How the program works

This workbook is designed to work best for third through sixth graders. Every child develops at a different rate so it may be a good fit for children as young as 1st grade who are a bit more advanced than the norm.

The workbook is written to make it as easy as possible for you and your student to follow along. It is already broken down into 18 weeks (1 semester) so there is no need for parent/teacher preparation.

The study works best if you read over the lesson information at the beginning of the week leaving the remainder of the week for your student to complete the exercises at the end of the chapter.

This workbook is designed to guide your student's study of communication skills used in everyday life. Most of the exercises are experiential or verbal. The links embedded within the text are there for your ease of use. They are available to help with background or research or to lend further study to a topic. Children: ask mom before going on the internet!

Each lesson has a list of assignments at the end. Do as many of them as you can each week. They are designed to appeal to a wide range of grade levels. You, as parent/teacher, may decide to assign one, some, or all of the weekly assignments depending upon the age and needs of your student.

Grading may be more subjective with this type of study. Most of the exercises are designed to let the student experience a communication skill or problem-not to test their knowledge of a particular subject. Some exercises are designed to show the student what should not be done. Parents (like me) who wish to show a grade for the semester and/or for each assignment may prefer to award a letter grade using the following as a guideline:

- "A"-- If you feel that your student has mastered the assignment /class
- "B"-- If you feel that your student has completed the assignment/class well
- "C"-- If you feel that your student has completed the assignment/class
- "D"-- If you feel that your student has had some trouble with the assignment/class
- "F"-- If you feel that your student has had much trouble with the assignment/class

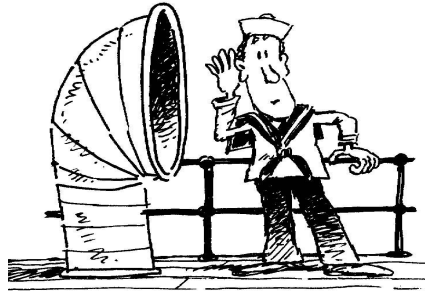
The final project, a persuasive written or oral report, is initiated when your student is in week 8 (Persuasion) and will be completed in the final week of class. Each week your student will complete a small portion of the project to make it more manageable. For more details on the final project, please turn to week 18.

NOTE: The following is a sample lesson from *Say What You Mean for Kids*. To order the full version, click here: <http://artofeloquence.com/store/elementary/SWMK>

Week 9: Persuasion: Being a Good Listener

"He that answereth a matter before he heareth it, it is folly and shame unto him." Proverbs 18:13

As we discussed earlier, being a good listener is an important part of communication for several reasons:



1) **People love people who listen to them.**

Most people are too busy thinking about what they are going to say next that they don't really pay attention to what the other person is saying.

Jane *"Hi, Susan."*

Susan *"Hi, Jane. How are you?"*

Jane *"Fine. How are you?"*

Susan *"Great! I just got my black belt. It took me 3 years and I practiced every day..."*

Jane *(Thinking to herself) Wow! But my news is good too. I wonder how long before I can tell her my news. I worked hard too and I am very proud of myself. I can't wait to see Susan's face when I tell her that I am going to be on TV!*

Susan *"...and so can you come?"*

What did Jane miss while she was thinking about her own news? Now she can't continue the conversation without admitting that she wasn't listening to her friend. This would probably make Susan feel that she and her accomplishments were not important enough to warrant her friend's attention. On the other hand, if Jane were to have used "active listening", Susan would have felt special knowing that she had her friend's attention.

Jane *"Hi, Susan."*
Susan *"Hi, Jane. How are you?"*
Jane *"Fine. How are you?"*
Susan *"Great! I just got my black belt!"*
Jane *"Wow!"*
Susan *"It took me 3 years!"*
Jane *"Wow! I know you have practiced very hard!"*
Susan *"I practiced 2 hours every day. My promotion night is next Wednesday when I will get to wear my black belt for the first time. It would mean a lot if you could come."*

Jane *"I wouldn't miss it."*
Susan *"So how did your interview go with the TV commercial?"*

Now Susan feels that Jane is truly interested in her and her accomplishments. All Jane had to do was say a few words and now it is her turn.



2) **Listening helps you know your audience.**

Sometimes during a conversation, people will tell you things about themselves that will reveal their values and beliefs. If you are actively listening, you can file those information bits away to help you relate to them later. You can get clues about a person's values or beliefs by the clothes they wear, how they act, what they say and how they say it. It is not our place to judge someone else and these clues are not always indicative of the truth about a person, but they can help you "listen" to others.

For example: A person could be wearing old, worn-out clothes because they were going to paint their house and not because they were poor or shabby. Here's another example. While talking with a new friend, you notice that she never talks about her dad. Her mom is not home much and she wears faded and outdated clothing. You may want to be careful about asking her to donate money to the charity you were collecting for. If you did, you would want to be sensitive so you don't appear pushy.

You may be thinking that listening cannot help you if you are writing. Don't bet on it! The first thing you do when preparing to write a speech or report is research. Along with researching your subject, you would want to research your audience. You may already have a bit of information about your audience because you were actively listening to them beforehand. You might have information about a political group or have some knowledge about the people who live in a particular country. If not, you will want to obtain some information. For example, you could ask a magazine about the demographics of their readers if you were going to be writing an article for them.



3) Listening helps you structure your argument.

Listening to others in conversation can help you change course if you are on the wrong track. If you were part of a group of boys who were teasing someone, you might want to persuade them to stop because they were "not being nice". It is possible that, instead of backing off because they realize they are doing wrong, they actually increase their teasing. Changing your tactic to "There is a policeman just behind that car over there" could help. When preparing a speech or report, there are usually many supporting arguments. Some will persuade one person, others will persuade another. It is your job to figure out which arguments to concentrate on in order to persuade the largest segment of your audience.

Five year-old boy:

1. Doesn't want to take a bath
2. Wants to play some more
3. Likes boats

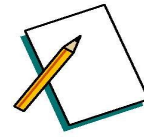
Reasons to take a bath:

1. To get clean and avoid disease
2. To avoid the embarrassment of being smelly
3. To play with the boat in the bubbles

Take a look at the above lists and see if you can match five year-old Johnny with his most persuasive reason to take a bath. Can you imagine the effect of explaining to little Johnny the virtues of cleanliness?



Week 9: Assignments



1. Begin to research your topic. Find all the arguments pro and con (for and against) your topic. Talk to your parents and find out what their views are and why they believe what they do. Write down all of the pros and cons relating to your topic.

Notes:

2. Ask your friend or relative to describe the first house that they remember living in. While they are talking, start reading a paragraph somewhere in this book. Make sure that you are reading for comprehension and then when you are done, try to repeat back to your friend/relative what their house was like. I bet you can't listen and talk at the same time! What did you hear him/her say? _____

3. Sing Yankee Doodle while someone else recites the Pledge of Allegiance. Can two people talk at the same time? How does your communication suffer?

4. Tell your Mom or Dad about something you feel is important-like your favorite sport. Have your parent turn their back on you and do other things while you are talking to them. Ask them not to make eye contact with you or have them talk over you. How does this make you feel? Imagine how your friend would feel if you did some of these things to him or her?

Helpful Resources for Parents of Elementary Kids

JoJo's Articles:

<http://artofeloquence.com/articles>

On this page of our site you'll find a collection of JoJo's best articles spanning various topics and all age ranges. This page is constantly being updated so check back often!

JoJo's Blog:

<http://www.ArtofEloquence.com/blog>

Communication FUNdamentals is posted several times a week with articles, tips, Friday Funnies and various other ingredients that allow parents to learn more about communication skills in a fun and creative way. You can subscribe to our RSS feed so you don't miss a post! Its' a great way to gain insight for your young children!

FIMM:

<http://artofeloquence.com/fimm>

Foot in Mouth Man is Art of Eloquence's mascot and resident MIScommunicator. He sticks his foot in his mouth so often he has Athlete's Tongue! FIMM has his own page on the Art of Eloquence sit to amuse and confuse you and teach communication skills in a fun and creative way. Come see his video, his latest monthly misadventure and a few of his past episodes!

Newsletter:

<http://artofeloquence.com/newsletter>

Subscribe to our monthly newsletter, What's New at Art of Eloquence for free gifts, exclusive offers, specials and advanced notice of new products as well as communication humor and much more! Many of these are ONLY available to our newsletter subscribers!

Art of Eloquence Catalog of Communication Studies:

<http://artofeloquence.com/store>

As they grow, your children will need more instruction in communication skills in order to attain mastery. Being an effective communicator will enhance your child's self-confidence, leadership skills, personal presence, interaction and enjoyment, understanding of others, ability to persuade and learning effectiveness. It will also help them in various aspects of their personal and professional life. Browse our communication studies for preschoolers through adults covering topics from speech and debate to leadership, defending the faith, politics, business and more!

Art of Eloquence:

<http://www.ArtofEloquence.com>

For an overview of all the resources available from Art of Eloquence.

Customers who like Say What You Mean for Kids also like:

Know Your Audience

FIMMology 101

God bless your growing family from all of us at Art of Eloquence!