

Say What You Mean For Teens
A Communication Study for Jr & Sr High Students



SAMPLE

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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: Communicating Awareness, Phone Etiquette and Directions

Week 16: Life Skills: Description and Relaying a Message

Week 17: Life Skills: Showing Appreciation, Job Interviews

Week 18: Project Reports Due

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

How the program works

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 written exercises may be completed on a separate sheet of paper to enable this workbook to be used by more than one student.

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 cannot 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, should be initiated when your student is in week 8 (Persuasion) and is to 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 sampling of activities you'll find in each section of *Say What You Mean for Teens*. To order the full version, click here: <http://artofeloquence.com/store/JrSrHigh/SWMT>

Week 11: Persuasion: Know Your Facts

"A fool's mouth is his destruction, and his lips are the snare of his soul." Proverbs 18:7

Make sure you know your facts before you write or speak about them. This helps your credibility and strengthens your argument. Take a look at these student bloopers:

"The inhabitants of ancient Egypt were called mummies. They lived in the Sarah Dessert and traveled by Camelot. The climate of the Sarah is such that the inhabitants have to live elsewhere, so certain areas of the dessert are cultivated by irritation. The Egyptians built the Pyramids in the shape of a huge triangular cube. The Pyramids are a range of mountains between France and Spain."

"Moses led the Hebrew slaves to the Red Sea, where they made unleavened bread which is bread without any ingredients. Moses went up on Mount Cyanide to get the Ten Commandments. He died before he ever reached Canada."

"Gravity was invented by Isaac Walton. It is chiefly noticeable in the autumn when the apples are falling off the trees."

"The French Revolution was accomplished before it happened and catapulted into Napoleon. Napoleon wanted an heir to inherit his power, but since Josephine was a baroness, she couldn't have any children."

You need to back up your facts. Remember that "Because I said so!" will not work. There are three ways to do this:

1) Expert quotes.

Use quotes from experts in the field that you are discussing. Use well-known and respected scientists, leading physicians, respected political party leaders, etc. Quoting your Aunt Sally will hold no weight with your audience. Quoting a noted chemist will not help you persuade an audience to buy children's books.

2) Bible quotes.

The Bible is not just a great book to quote when you are telling someone about Jesus; it is also a wonderful source of life skills, moral and ethical conduct and scientific information. God is a respected source for many people. However, Bible quotes will not persuade people who do not believe in God. Remember that in order to persuade, a quote needs to come from a well-known and respected source relevant to your point or subject matter. God is well known among atheists, but they do not respect Him because they don't believe that He exists. This does not mean that you

shouldn't quote the Bible to atheists; it only means that God's Word alone will not convince them.

Make sure not to quote the Bible out of context. Sometimes a quote taken out of context from the Bible will not be clear because it was intended for a different audience-believers. Some quotes taken out of context can have almost the opposite meaning: "Money is the root of all evil" is often misquoted from the Bible. It is not "money" that is the root of all evil; it is the love of money.

3) Tell your audience where you got your information.

Most people will not change their beliefs or opinions without facts or without knowing where those facts came from. Have you ever heard the term "consider the source"? This means that you should consider where the information came from. The source of a quote may have a particular agenda (an underlying, often ideological plan or program) that colors what and how they present their information. If you are looking for information about the safety of a particular prescription drug, you may not want to only consult the drug manufacturing company's study. It is always better to cite an independent party. It is even better to find a quote that substantiates your position from someone who is opposed to your point of view. Be sure that the quotes are timely. A quote taken from a 1989 study might not be relevant if in 2000 the author changed his mind or found some new evidence.

Week 11: Assignments

1. Start to fill out your outline with facts and quotes that support your position. Put them on 3x5 cards under the proper headings. If you prefer, you may put them on a sheet of paper. Notes:

2. Discuss these fine Examples of Miscommunication. What's wrong with each one?

Question: If you could live forever, would you and why?

Answer: "I would not live forever, because we should not live forever, because if we were supposed to live forever, then we would live forever, but we cannot live forever, which is why I would not live forever,"—Miss Alabama in the 1994 Miss USA contest.

"Whenever I watch TV and see those poor starving kids all over the world, I can't help but cry. I mean I'd love to be skinny like that, but not with all those flies and death and stuff." --Mariah Carey

"Smoking kills. If you're killed, you've lost a very important part of your life," --Brooke Shields, during an interview to become Spokesperson for federal antismoking campaign.

"I've never had major knee surgery on any other part of my body,"
--Winston Bennett, University of Kentucky basketball forward.

"Outside of the killings, Washington has one of the lowest crime rates in the country,"
--Mayor Marion Barry, Washington, DC.

"I'm not going to have some reporters pawing through our papers. We are the president." --Hillary Clinton commenting on the release of subpoenaed documents.

"Half this game is ninety percent mental." --Philadelphia Phillies manager, Danny Ozark

"It isn't pollution that's harming the environment. It's the impurities in our air and water that are doing it."
--Al Gore, Vice President

"The word "genius" isn't applicable in football. A genius is a guy like Norman Einstein." --Joe Theisman, NFL football quarterback & sports analyst.

"If we don't succeed, we run the risk of failure." --Bill Clinton, President

"We are ready for an unforeseen event that may or may not occur." --Al Gore, VP

"Traditionally, most of Australia's imports come from overseas." --Keppel Enderbery

"Your food stamps will be stopped effective March 1992 because we received notice that you passed away. May God bless you. You may reapply if there is a change in your circumstances." --Department of Social Services, Greenville, South Carolina

How do these silly statements reflect on these speakers? On their careers? On their views?

Notes:

Helpful Resources for Parents of Jr/Sr High 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! It's 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 site 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!

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Art of Eloquence Catalog of Communication Studies:

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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!

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<http://www.ArtofEloquence.com>

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