

LEARNING ACTIVITIES/TEACHING STRATEGIES:

Introductory Activity for Topic: The Cookie Crumbles

Read the folk tale **THE COOKIE CRUMBLES** (page I-C-18) and discuss how misunderstandings and hurt feelings can result from poor communication skills. Explain to the students that communication is a learned skill. Our communication skills should advance from childish forms of communication to effective adult forms. This process begins at the earliest signs of language and should be complete by adulthood.

1. Describe the differences between childish and mature styles of communication.

1-1 Child-Parent-Adult Communication Styles (Transactional Analysis)

Introduce the Child-Parent-Adult styles of communication using the teacher background information provided on pages I-C-19 and I-C-20. The students can take notes on the **CHILD-PARENT-ADULT COMMUNICATION STYLES** student activity guide (page I-C-21).

1-2 Role Play of Child-Parent-Adult Communication Styles

Role play everyday situations with students taking either the child, parent, or adult style of communication. Assign students to assume one style and if it is not effective, have them take another style. Review the outcome of each. Use the following ideas and create other relevant situations for your students:

1. Teen comes home late from a friend's house.
2. Teen wants a ride at an inconvenient time for a parent to take them.
3. Parent tries to understand a poor grade on a report card.
4. Student stays after class to talk about a poor grade on a paper.

1-3 Level with Me

Use the video, LEVEL WITH ME, from Learning Seed and the accompanying materials to introduce honest methods of communication.

2. Identify the effects of childish vs. mature styles of communication.

2-1 My Communication Log

Assign students to keep a log or journal of which style of communication they use most during the day--child, parent, or adult. Have students evaluate how effective each technique was. They can use the **MY COMMUNICATION LOG** student activity guide (page I-C-22) to record and assess their own communication styles.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**2-2 Preschool Children Observation**

Invite some preschool children into your classroom to play with toys, puzzles, etc., for one class period. Have the students observe the children at play and record the style of communication used by the children (child, parent, or adult).

The students can use the **PRESCHOOL CHILDREN OBSERVATION** student activity guide (page I-C-23) to record their observations. Later the students can report and discuss their observations with the rest of the class.

3. Review communication techniques, including constructive communication, destructive communication, and nonverbal communication.**3-1 Introductory Activity: "There's a Hole in the Bucket, Dear Henry"**

Have the students sing the song "**THERE'S A HOLE IN THE BUCKET, DEAR HENRY**" (pages I-C-24 and I-C-25) to illustrate poor communication skills. Each student will need a copy of the song to follow.

3-2 Review T-L-C Materials

Review the communication techniques in the Technology-Life-Careers Home Economics/Health Occupations curriculum from the Utah State Office of Education. See information in Topic 4: Communication and Topic 8: Family Communication.

3-3 Constructive, Destructive, Nonverbal Communication Techniques

Using the teacher background information, **COMMUNICATION TECHNIQUES**, provided on pages I-C-26 and I-C-27, present the materials on this topic, develop the concepts, and expand upon the basics.

As a class, discuss the communication techniques that lead to positive and negative results in relationships. Break the class into small groups, giving each group a different constructive and destructive technique to explore (pages I-C-28 and I-C-29), identifying potential results such as feelings evoked, damaged feelings, warm feelings, etc. Then have the groups report their information to the class, giving examples from their own school and home experiences.

ANALOGY: Communication is like a hammer.

Constructive communication, like the head of the hammer, is smooth, rounded, and when used effectively, builds and puts things together.

Destructive communication, like the claw of the hammer, is sharp, divided, and can be used to tear things apart or destroy things.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

Nonverbal communication, like the shank of the hammer, is neutral territory--it can be used to support either type of activity, constructive or destructive.

The handle of the hammer is symbolic of the person doing the communicating; it provides the person ultimate control and the choice to be constructive or destructive.

Note: This analogy will be the most effective if the teacher has a hammer with tags on each part, identifying the communication technique it represents. An example is provided on page I-C-30.

The **COMMUNICATION HAMMER** student activity guide provided on page I-C-31 can be used either for student notes or as a quiz.

3-4 T-O-R-T-U-R-E Story

Read the T-O-R-T-U-R-E story on page I-C-32 to illustrate how a person can send two messages at the same time by using both words and actions.

3-5 Nonverbal Communication Clues

Using the teacher resource, **NONVERBAL COMMUNICATION CLUES**, provided on pages I-C-33 and I-C-34 go over some of the gestures that denote various types of nonverbal communication.

3-6 Nonverbal Pictures and Messages

Cut pictures from magazines of people or groups of people that have interesting expressions on their faces and/or are giving nonverbal messages with their bodies. (If the teacher is pressed for time, bring the magazines to class and have the students cut them out.) Mount the pictures on construction paper or colored card stock and have the students write what that person or persons might be saying by "reading" the expressions on their faces or other nonverbal messages depicted. Share student work with the other members of the class and put the pictures on a bulletin board titled "Nonverbal Communication".

3-7 Charades Game

Play the game, Charades, with the class where one person acts out a message using only nonverbal communication and the rest of the class tries to guess the message. Some possible messages might be:

- I have a headache.
- I forgot my lunch.
- I am mad at my teacher.
- Take my assignment to math for me please.

The teacher and/or students can make up others that relate to the students.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**3-8 Soap Opera Tape**

Video tape a section of a soap opera from the television. Turn off the sound and let the students watch the soap opera. See if the students can guess the plot or actions by just watching for nonverbal clues.

4. Apply constructive communication skills in developing positive relationships with peers, family members, and persons with authority.**4-1 Introductory Activity: Student Drawing**

Give each student a blank piece of paper and have them illustrate an example of interpersonal family communication by drawing a picture of what it is like to talk with parents or siblings. Upon completion, have the students write a description of their drawings and feelings. For example: A teenager talking to a brick wall, depicting how all the words seem to bounce off.

4-2 Intra- and Inter-Personal Communication Skills

Introduce the students to inter and intrapersonal communication skills and the importance of developing them. Without these skills it becomes hard for individuals to understand their own behavior, cope with circumstances of life, or control situations they find themselves in.

INTRA-PERSONAL SKILLS Those used to communicate with oneself (e.g., self-control, self-discipline, self-talk, accepting responsibility, etc.)

INTER-PERSONAL SKILLS Those used to communicate with others (e.g., listening, talking, problem solving, understanding, etc.)

These concepts can be introduced by using overhead transparencies of pages I-C-37 and I-C-38 and having the students complete the **INTRA AND INTER-PERSONAL COMMUNICATION SKILLS** student activity guide (pg I-C-35).

4-3 Turning Destructive Comments into Constructive Comments

Have the students write examples of destructive comments on a piece of paper. The teacher will gather up the papers and then write some of the destructive comments on the board. As each comment is written, lead the students into identifying ways of giving the same or a similar comment in a constructive manner, and write the constructive message on the board.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

This activity could also be done with negative messages prewritten on a student activity guide and having the students rewrite the messages in a constructive manner. A classroom discussion could follow the activity.

4-4 My Personal Constructive Communication Experiences

Have students keep a log for a given period of time (a week or so) of the situations where they used constructive communication skills with their family members, peers, and persons with authority. The entries should also include the type of response received as a result of the constructive communication. They can use the, **MY PERSONAL CONSTRUCTIVE COMMUNICATION EXPERIENCES**, student activity guide (page I-C-39) to record their situations.

4-5 Boys Town School Social Skills

Using the teacher background information provided on pages I-C-40 and I-C-41 as a guide, have the students role play various social situations where effective communication is the key ingredient. The teacher can copy these pages and cut them apart, so students have directions to follow for effective techniques. At the end of the role plays, discuss the importance of each step and the sequence.

These pages might be reduced and printed on cardstock for each student to have a copy for reference.

5. Identify positive and negative methods of conflict resolution with peers, including the use of inappropriate language and behaviors.**5-1 Conflict Resolution**

Using the teacher background information on pages I-C-42 through I-C-44, introduce positive methods of conflict resolution. The students can participate in the lesson by using the **CONFLICT RESOLUTION** student activity guide (page I-C-45). The patterns for the steps and guidelines are provided on pages I-C-47 through I-C-50. Each shape should be copied on a different color of paper and the pieces need to be cut out prior to presenting the materials. As the teacher introduces the steps and guidelines, the students can glue the appropriate pieces of their student activity guide.

Note: It is important that the four main steps in the circles be the focal point of the materials presented. The teacher may or may not choose to include all of the remaining rules and guidelines.

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Alternate method: The teacher could make a set of enlarged pieces and pass them out to the students. As the information is presented, the students could attach their pieces to a large bulletin board area and discuss the importance of that guideline. The board could be left up for several days for the students to study and observe.

5-2 Conflict Resolution Role Play

Role play situations that show how to resolve conflict with peers and family members using constructive communication techniques and conflict resolution guidelines. Use the situations given in activity 1-2 of this topic to help students solve problems using the techniques they have learned about effective communication styles and methods of conflict resolution.

Class members can evaluate each role play and give constructive comments to help if one group gets stuck.

5-3 Conflict Resolution Scenarios

Give each student a piece of paper and assign them to write three situations where they have difficulty resolving conflicts in their lives. When they are finished, have them put the papers into a basket or box on the teacher's desk. These can be anonymous.

Invite one student at a time to come to the front of the room, draw a paper out of the basket or box, read the conflict, and role play how to solve that situation using good communication styles and techniques.

5-4 Confessions of a Teenage Gossip

Have students read the article, Confessions of a Teenage Gossip, from Choices, September, 1989, pp. 16-19, and complete the **CONFESSIONS OF A TEENAGE GOSSIP** student activity guide (page I-C-55). A copy of the article is included on pages I-C-51 through I-C-54.

6. Identify how effective listening skills enhance human relationships and apply the skills in everyday situations.**6-1 Story of Anne**

Read the following story. Tell students to listen carefully, but not to take notes. After reading the story, ask the students the questions that follow and discuss their listening skills. Don't warn the students of the oral quiz ahead of time. Only tell the story once and do not repeat any of it.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**Anne**

Anne couldn't seem to get anyone to wait on her in the ice cream shop--the man behind the counter kept waiting on everyone else. Anne finally decided to get his attention, no matter what. So, she climbed up on a stool at the end of the counter so he would be sure and notice her. Just as she stood up on top of the stool, the stool started turning. Anne slipped, fell over the counter, and landed in four flavors of ice cream: strawberry, chocolate, lemon ice and blueberry. Quickly, Anne pulled her hand from the chocolate ice cream and tried to wipe the lemon ice from her face. When she did, she smeared blueberry on her shirt. Helpless, she looked up to see the counterman coming toward her, laughing. "We usually serve the ice cream in a cone!", he said jovially.

Ask the students the following questions to test their listening skills. **Do not repeat the questions!**

1. What was the woman's name in the story?
2. Why couldn't she get any help?
3. What did she climb on to get attention?
4. Why did she lose her balance?
5. How many flavors did she get on her?
6. What flavors were they?
7. What flavor did she pull her hand out of?
8. What flavor did she have on her face?
9. What flavor did she smear on her shirt?
10. What was the man doing as he came to her?
11. What did the counter man say to her?

6-2 Steps for Better Listening

Discuss the following steps to becoming a better listener:

1. Have an open mind about others' ideas.
2. Use body language such as eye contact or nodding to let the other person know you're listening.
3. Ask questions. Don't pretend you know or understand everything--no one does! You'll have fewer misunderstandings that may lead to conflict.
4. Don't interrupt others while they are speaking.
5. Keep your emotions in check. In a discussion, listen to the entire opinion before responding. Understand that it is okay to disagree with an idea; it is not a personal put down if someone disagrees with you.
6. Restate the message and/or rephrase it to ensure you understand.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

The students can complete the **STEPS FOR BETTER LISTENING** student activity guide (page I-C-57) as this information is presented. The teacher may want to make an overhead transparency of this to use as a guide while presenting the information.

6-3 Listen and Draw

Give each student a blank piece of paper and then go through the directions on page I-C-58 for drawing a picture. Upon completion, show the students what they were drawing (I-C-59) and compare images. This illustrates how easy it is to have misunderstood communication. This may be the result of:

1. Poor listening skills on the part of the listener
2. The speaker not expressing himself/herself clearly
3. Misinterpretation of what has been stated.

Ask a student to come to the front of the class and talk to you for about a minute on a chosen topic (e.g., last night's game, a favorite sport, personal hobby, etc.) while the class observes. Demonstrate poor listening techniques, both verbal and nonverbal, while he/she is talking to you. Upon completion, ask the student how he/she felt while talking to you. Ask the class to list what you did verbally and nonverbally that showed negative communication skills.

6-5 The Swing

Set up a scenario with the students, stating that a five-year-old has requested a swing and then give some descriptors, such as:

- He/she wants it to hang from a tree
- Wants it to hang on a rope
- Wants to be able to sit in the seat
- Etc.

Then have each student draw his/her interpretation of the swing as the child wants it. When the students are through, show them an overhead transparency of the swing on page I-C-60 and have them compare their drawings. This is a simple illustration of how messages can be misinterpreted when passed from one person to another.

6-6 Is Your Listening Better Than This?

Make an overhead transparency of **IS YOUR LISTENING BETTER THAN THIS?** (page I-C-61) and discuss this information as a class.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

6-7 Listen with Your Heart Illustration

Using the graphics provided on page I-C-63 through I-C-66, make some enlarged ears to illustrate the importance of listening with both ears. (See diagram on page I-C-62). Use the analogy that when you listen with both ears, you really listen with your heart, because together they form a heart.

Major Concepts:**We need to:
and****Learn to Listen
Listen to Learn**

**You cannot speak from your heart
Unless you first listen from your heart!**

7. Identify and recognize personal communication styles.**7-1 Passive, Assertive, Aggressive Communication**

Using the teacher background information on page I-C-67 as a guide, demonstrate how submissive, assertive, and aggressive behaviors are reflected in our communication. The students can complete the **PASSIVE, ASSERTIVE, AGGRESSIVE COMMUNICATION** student activity guide on page I-C-68, if desired. The teacher can use the graphic on page I-C-69 as an overhead transparency or enlarge the characters to illustrate the three types of communication.

7-2 My Positive Communication Habits

Have the students complete the **MY POSITIVE COMMUNICATION HABITS** student activity guide (page I-C-70) for self-assessment of personal communication habits. Upon completion, discuss the importance of correcting poor habits now while they are teenagers to enhance their level of communication both now and as adults.

Note: The teacher may need to go over this orally with the students to ensure they understand what they are rating and obtain more accurate assessment. Since these communication habits are positive in nature, the higher the score, the better.

This activity could be used as a pre- and posttest for this topic so the students can assess their personal improvement after studying the materials covered and participating in the activities.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**7-3 The "Crusher"**

Using the teacher background information provided on page I-C-71 tell the story of "Crusher" according to the directions. Give each student a "Kill the Crusher" kit prior to beginning the story. Enlarge the graphic on page I-C-72 to put on display during the story.

7-4 Every Creature Communicates Bulletin Board

Using the animal characters and titles provided on pages I-C-73 through I-C-80, make a bulletin board to summarize the unit. Emphasize the major concepts of:

1. We choose how we communicate
2. Effective communication is a basic component of all relationships
3. Effective communication is a necessity for success
4. Therefore, we choose our success potential by how we communicate.

The bulletin board pieces could be enlarged somewhat if facilities are available, printed on colored cardstock, and laminated for durability.

RESOURCES:**Video:**

Level With Me, 29 minutes. Learning Seed, 330 Telser Road, Lake Zurich IL 60047, 1990. Catalog Item No. 121. 1-800-634-4941.

Other:

Boys Town School Social Skills, Father Flanagan's Boys' Home, 2801 S. 88th St., Omaha, NE 68124, 1979. 1-402-391-7684.

