

FACS: Communication

Summary

Students will discover principles of positive communication through participation in activities.

Main Core Tie

FCS 6th Grade

[Strand 3 Standard 1](#)

Time Frame

1 class periods of 45 minutes each

Group Size

Small Groups

Life Skills

Communication

Materials

Water Closet Story - attached below, copy

Speaker Listener Game - attached below, copy, laminate and cut a part cards. Copy the speaker on one color and listener on another color.

Communication Word Puzzle - attached below, copy, laminate and cut cards a part, copy each word on a different color paper

Telephone Game - attached below, copy, laminate and cut cards apart

Pictionary Words - attached below, copy, laminate and cut cards apart

Restaurant Menu - attached below, copy and laminate

Background for Teachers

In order for communication to occur you must have someone sending a message, someone to receive a message and the message. Even though all may be present miscommunication can still occur.

Intended Learning Outcomes

Students will be able to identify key concept of communication and what they can do to being more effective in their communication.

Instructional Procedures

Describe that in order for communication to take place three things need to happen. You need a message, someone to send the message and someone to receive the message. The activities the students participate in will reinforce parts of communication and how to better their communication skills. You will discuss with the students after what they learned about communication.

Activities:

Water closet story -- Students read the story.

Speaker/Listener -- Students will break into pairs and one person will take a speaker card and one will take a listener card. They will do what the card says for two minutes and then they will trade rolls and take new cards.

Words -- Students will use the letters to make 6 communication words.

Telephone -- One person will draw a card and read it to themselves. They will whisper it to the next person in their group. They will whisper it to the next until the message has been around the group. The last person will say the message out loud.

Pictionary -- One person will take a card and then draw to get the others in the group to guess what the word is they have.

Restaurant -- One person will be the food server. They will take the rest of the group's orders. The people ordering can only state their order once. After all orders are taken the food server repeats back the orders for the group.

The students work on each activity for 5 minute and then the rotate to a new activity. At the end discuss each activity and what they learned. Some points you may want to bring out:

Water closet story -- If you are texting e-mailing or writing to someone. Don't use abbreviations they might not understand. Make sure you are sending the message you intended.

Speaker/Listener -- Both the speaker and the listener have responsibilities for communication to take place.

Words -- Acting, Writing and speaking are all ways to send communication. Observing, reading and listening are ways to receive communication.

Telephone -- The least effective way to communicate with a large group of people is to tell one person at a time. Discuss results of breakdown in communication.

Pictionary -- Some times when communicating other just don't quite understand what you are trying to say. Discuss ESL students/families.

Restaurant -- Both the food server and the customer have a responsibility to get the order correct. You must be able to clearly communicate to be independent.

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