



**Iowa 4-H After School Program**  
**Communication Lesson Plan**  
Eight, 75 minute sessions

**Grades:** 4-6

**Optimum Group Size:** 20 (Depends on the size of meeting space and the number of adult volunteers for the program)

**Reference Resources:**

**Required to do the lessons --**

*Communication Helper's Guide: Communication Group Activities*, National 4-H Cooperative Curriculum System, BU-08159

*Picking Up The Pieces: Communication Activities for Youth*, National 4-H Cooperative Curriculum System, BU-08156, Level 1, Grades 3 – 5

*Putting It Together: Communication Activities for Youth*, National 4-H Cooperative Curriculum System, BU-08157, Level 2, Grades 6-8

*Share a talent...Show off a skill...Do a working exhibit*. Iowa State University Extension 4-H Youth Development, 4H-851, July 2002.

*I have to do what?* Iowa State University Extension 4-H Youth Development, 4H-850A , August 1997.

*See! You did it!* Iowa State University Extension 4-H Youth Development, 4H-850Ldr, August 1997.

**Additional resources –**

*Communications Toolkit*, Michigan State University Extension 4-H Youth Development, 4-H 1560, ISBN 1-56525-013-3.

*Iowa 4-H Youth Development Communication Program Objectives*, Iowa State University Extension 4-H Youth Development, VI-1072-DHG.

*Iowa 4-H Communication Program: Five Basic Concepts of Communication*, Iowa State University Extension 4-H Youth Development, VI-1073-DHG.

*Iowa 4-H Communication Program Resource List*, Iowa State University Extension 4-H Youth Development, VI-970302-DHG.

*Share-the-Fun*, Iowa State University Extension 4-H Youth Development, VI-8137-DHG.

*Developing Youth Curriculum Using the Targeting Life Skills Model*, Patricia Hendricks, Iowa State University Extension, 4H-137A, November 1998.

*Sequenced Benchmarks for K-12 Language Arts*, prepared by Regional Educational Laboratory for Institute of Education Sciences, U.S. Department of Education, Washington, DC.

*Contact your local Iowa State University Extension office for more Iowa State University Extension 4-H Youth Development publications about evaluating communication projects and making posters.*

**Supplies Needed:** See various lessons (The supplies are inexpensive and easy to find.)

**Physical Setting:** Any place and any time where fourth through sixth graders are gathered for a program.

**Life Skills Addressed:** *The phrase “you cannot not communicate” applies to every life skill because people are constantly sending and receiving verbal and nonverbal messages. You can’t practice any life skill without involving communication. These are the more obvious life skills involving communication strategies written into the activities.*

- **Communicating** by identifying and practicing verbal and nonverbal communication skills and messages when communicating with yourself (intrapersonal), one or two other people (interpersonal), small and large groups and mass communication.
- **Communicating** by listening, asking questions, interpreting, inferring, summarizing, evaluating, and sharing ideas.
- **Communicating** using many modes of communication such as: reading books and publications; writing stories, invitations, presentations, and music; telling stories or narratives; conversing with one or more people; drawing story boards, posters, and other illustrations; observing, interpreting, and creating messages for television and radio; sending and receiving messages via computers and telephones; participating in group work, games, and skits; doing working exhibits, illustrated talks, and demonstrations.
- **Communicating** using speech, writing, gestures, and artistic expression including: discussing, expressing feelings, stating opinions, resolving conflict, listening, observing, giving and following directions, planning and organizing alone or with a group, role-playing, participating in activities, socializing, speaking in front of a group.
- **Learning to learn** by locating resources, using concrete thinking, interpreting, inferring, summarizing, exploring ideas, and achieving and producing a product.
- **Problem solving** by identifying problems, asking questions to gather information, discussing solutions, and choosing among alternatives.
- **Critical thinking** by asking questions before, during, and after acquiring information and analyzing, comparing, reasoning, and reflecting before making a decision.
- **Planning and organizing** by discussing and writing plans, organizing details, and presenting to others.
- **Cooperation** by actively listening and sharing ideas and accepting responsibility to do his or her share in a group experience.
- **Social skills** by meeting and introducing new people, engaging in conversation, demonstrating respect using verbal and nonverbal communication skills, following instructions, expressing feelings appropriately, and resolving conflict nonviolently.
- **Conflict resolution** by recognizing two points of view and learning and practicing appropriate verbal and nonverbal communication skills to address issues in a nonviolent way.

- **Leadership** by being a participating member of a team, contributing to group efforts, helping to set goals and make plans, and respectfully listening to and sharing ideas.
- **Citizenship** by developing awareness and usage of communication tools to inform citizens of events or projects in their community.
- **Marketable skills** by recognizing and practicing verbal and nonverbal communication skills essential to building relationships, creating a positive self-image, gathering and distributing information at home, school, workplace, community, and so on.
- **Teamwork** by using communication skills, respect, and responsibility to work with others to complete a task.
- **Self-motivated/self-discipline** by taking responsibility to follow instructions, be an active listener and participant, ask questions, share ideas, try new things, manage time and get things done on time.
- **Self-esteem** by learning about oneself from relationships with others, gaining acceptance, experiencing successes, gaining courage, self-confidence, and pride (especially through speaking one on one, in small groups, and in front of large groups)
- **Appropriate expression of feelings** by recognizing and interpreting verbal and nonverbal messages and applying their observations to appropriately expressing their own feelings.
- **Healthy lifestyle choices** by eating healthy snacks
- **Stress management** by recognizing verbal and nonverbal messages that can cause or relieve stress

**Indicators:**

- Day 1: Introduce yourself and others using at least three communication strategies.
- Day 2: Create a communication web to describe five modes of communication they can use to tell others about an experience they have had.
- Day 2: Identify at least three modes of communication that have changed over time.
- Day 3: Use the way words are spoken and pauses to give meaning to children's stories they read and stories they create.
- Day 3: Use drawings to communicate feelings in a story board about a surprise.
- Day 4: Demonstrate the use of body stance, facial expressions, and upper body movements to express feelings and identify and interpret meaning from nonverbal communication skills used by others.
- Day 4: Role play appropriate verbal and nonverbal messages while expressing opinions about issues.
- Day 5: Give directions that help the receiver create similar numbers or drawings or to complete a simple task.
- Day 5: Use a variety of communication skills to develop a working exhibit that helps the audience learn how to do something.
- Day 6: Role play and identify passive, selective, attentive, and active listening types and plan communication strategies such as laughter to encourage active listening.
- Day 6: Write a title, introduction, body, and summary for an illustrated talk or demonstration.

Day 7: Give and evaluate an illustrated talk or demonstration using the components for the introduction, body, and summary.

Day 7: Incorporate suggestions to improve a working exhibit.

Day 8: Introduce themselves, guests, and communication skills they learned.

Day 8: Give an illustrated talk, demonstration, or working exhibit.

**Content Objectives:** Students will...

Days 1 through 8: gain confidence to speak in small groups and give presentations to large groups; improve intrapersonal and interpersonal verbal and nonverbal communication skills by asking questions, listening, participating in activities, and working by themselves and with others.

Day 1: share ideas, ask questions, and use listening skills to introduce themselves and others.

Day 2: identify at least ten modes of communication that they use daily.

Day 3: interpret and infer messages by using a variety of verbal and nonverbal communication strategies related to story telling.

Day 4: use verbal and nonverbal communication skills to appropriately express feelings and opinions.

Day 5: give, listen to, and interpret directions to complete a task and use what they learn to develop a working exhibit.

Day 6: identify listening behaviors and develop communication strategies to encourage active listening in an illustrated talk or demonstration; identify and write the three parts of an illustrated talk or demonstration

Day 7: use verbal and nonverbal communication skills to complete, deliver, and evaluate an illustrated talk or demonstration.

Day 7: evaluate and apply findings to improve working exhibits.

Day 8: use nonverbal and verbal communication skills to share what was learned.

**Related School Standards (S) and Benchmarks (B):** *The activities for these communication lessons apply mainly to language arts standards and benchmarks. However the presentation content selected by the youth could apply to science, social studies, math, health, or the arts subject matter areas.*

**Language arts – Reading**

- (S) Decoding/word identification: word analysis; (B) Uses pictures to aid comprehension of text
- (S) Decoding/word identification: vocabulary development; (B) Understands level-appropriate sight words; (B) Understands analogies, connotations and denotations
- (S) Critical reading: predictions and inferences; (B) Uses pictures to make predictions about content; draws conclusions and makes inferences about implicit and explicit information in texts
- (S) Literary style and technique; (B) Understands the use of rhyme, rhythm, and alliteration in literary texts; (B) Understand the use of personification, imagery and figurative language in literary texts
- (S) Story elements/literary elements: character, point of view, plot, setting, and theme; (B) Knows the setting in a story; (B) Knows sequence of events in a story;

(B) Understands the basic concept of plot; (B) Understands inferred themes in literary works; (B) Knows the main characters of a story; (B) Understands point of view

### **Language arts – Writing**

- (S) Writing for audience and purpose; (B) Identifies different audiences and produces writing for intended audience; (B) Writes for a variety of purposes
- (S) Informative writing; (B) Writes expository compositions that identify and stay on the topic; develops the topic with simple facts, details, examples, explanations, and uses several sources of information (B) Writes expository compositions that organize and present information in a logical manner.
- (S) Grammar and usage: parts of speech; (B) Uses adjectives and adverbs
- (S) Writing conventions/mechanics: spelling and punctuation; (B) Spells grade level appropriate; (B) Uses periods, question marks, exclamation marks, commas, apostrophes, quotation marks, colons in the appropriate places

### **Language arts – Speaking and Listening**

- (S) Conversation and group discussion: asking and answering questions; (B) Asks and responds to questions; (B) Responds to questions and comments by giving reasons in support of opinions and commenting on other’s ideas; (B) Asks questions when he or she is confused and to seek other’s opinions and comments; (B) Asks questions to seek elaboration and clarification of ideas
- (S) Verbal and nonverbal communication; (B) Speaks clearly at an audible level; (B) Uses pace, pitch, and vocabulary appropriate for different situations; (B) Uses enunciation, eye contact, posture, gestures, and facial expressions appropriate for different situations; (B) Uses word choice appropriate for specific audiences and purposes
- (S) Oral Composition and Presentation; (B) Organizes ideas for oral presentations; (B) Makes basic oral presentation to class using subject-related information and vocabulary; includes content appropriate to the audience; relates ideas and observations; incorporates visual aids or props; incorporates several sources of information; (B) Adjusts message, wording, and delivery to particular audiences and for particular purposes; (B) Responds to questions and feedback about own presentation; (B) Makes formal presentations to the class; (B) Uses visual aids or technology to support presentation

**Related Student Learning Styles:** *Many schools are requiring lesson plans that reach students with a variety of learning styles. These learning styles are from the widely-accepted Howard Gardner’s theory of multiple intelligences.*

Linguistic-words, Logical-mathematical (reasoning, order), Spatial-picture or visual, Bodily-kinesthetic (moving around), interpersonal (with other people), intrapersonal (by yourself), music

### **Evaluation:**

See “Indicators” for evaluation strategies in each lesson.

Use Iowa 4-H Afterschool Citizenship, Leadership, and Communication Self-Assessment for grades 4-6 found on the Iowa 4-H Afterschool website.

<http://www.extension.iastate.edu/4H/Afterschool/AfterSchool.htm>

**Lessons:** Please be sure to read through the entire day and decide what would work best for your group. A few days require some advanced planning or collecting. Refer to the Objectives and Indicators for a summary of each day.

Time Allotment	Activities	Supplies
<p><b>Day 1</b></p> <p>10 min.</p>	<p><b>Day 1</b></p> <p><i>Before Day 1:</i></p> <p>a.) Create for your reference an “Introductions” chart or table with four columns titled Name, Adjective, Object, Keynote. Write all the participants’ names in the Name column. Throughout the day, fill in the other columns with ways participants are introduced.</p> <p>b.) Prepare a schedule and contact information to send home with the participants. Include an invitation to a party the last day of the session.</p>	<p><b>Day 1</b></p>
<p>10 min.</p>	<p>Healthy snack as youth arrive</p>	<p>Healthy snacks</p>
<p>20 min.</p>	<p>1. <b>Communication Helper’s Guide</b>, “Who’s Who?”, Upgrade 1, page 7.</p> <p>Stand in a circle and pass a soft, light-weight ball to take turns with this introduction activity. Or, use a ball of yarn, hold on to the strand of yarn and pass the ball to another person. This will form a web. Everyone introduces themselves by their names and a descriptive adjective that starts with the same letter. After introductions, ask the youth to compare building a web to communications. Possible answers include: you can communicate on the Web (internet); communication involves sending and receiving messages like the yarn was passed/sent and caught/received; telephone wires and cell phones crisscross each other; we depend on each other and many different communication tools to send and receive messages; sometimes messages can get all tangled up and misunderstood just like the strands of the web could; if one person dropped a strand of the web, everything could be messed up.</p>	<p>Soft ball or ball of yarn</p>
<p>20 min.</p>	<p>2. <b>Communication Helper’s Guide</b>, “Who’s Who?”, Making Contact and Chat Room, pages 6 and 7.</p> <p>Partners will get to know each other by asking questions to discover their similarities and differences. Then they choose a kitchen utensil, hardware item, or school supply that best describes them. Finally, the students introduce each other to the rest of the group.</p>	<p>Kitchen utensils, hardware items, or school supplies (one per youth)</p>
<p>20 min.</p>	<p>3. <b>Communication Helper’s Guide</b>, “Who’s Who?”, Just the FAX and Upgrade 3, page 7.</p>	

<p>When it fits into your day</p>	<p>Discuss and role-play the introduction techniques described in Just the FAX – Introduction 101. Then do Upgrade 3 with partners coming up with bios about keynote speakers. Have partners take turns introducing each other as keynote speakers. Be creative and have fun!</p> <p><b>Social Time.</b> You may want to allow time before, after, or during the session for youth to choose their activities. These are great opportunities to practice using good communication skills.</p> <p><i>Remember to fill in the columns on the “Introductions” chart.</i></p>	
<p><b>Day Two</b> 10 min.</p> <p>10 min.</p> <p>20 min.</p> <p>10 min.</p> <p>10 min.</p>	<p><b>Day Two</b> Healthy snack as youth arrive</p> <p><b>1. What’s Your Name?</b> <i>Before this activity, create clue cards from the Adjective, Object, Keynote columns of the Day One “Introduction” chart or table and place them in a basket or bowl. You may want to have more than one clue for a person.</i></p> <p>Ask the youth to gather in a circle and pass the basket or bowl so they can draw out a card. Have them take turns reading their clues and trying to name the person it describes. Continue this activity until all the clues are drawn or all the youth have been identified. Discuss why it was easier to remember names. Possible answers include: using a variety of ways to introduce self and others; it was a fun activity; paid attention more with fun activities; everyone had to participate in the activities.</p> <p><b>2. Picking up the Pieces,</b> “Communication and Me”, Making Contact, Just the FAX, and Upgrade 1, pages 6 and 7.</p> <p>Youth will think of recent fun experiences and map out ways to communicate their experiences in Making Contact. Then they will discuss and role-play ways to be active listeners in Just the FAX – Communication and You. Finally, try Upgrade 1.</p> <p><b>3. Communication Helper’s Guide,</b> “Time Travels”, Making Contact and Chat Room, pages 8 and 9.</p> <p>Youth will play a game to discover many modes of communication. Using a timeline, they decide how long the communication mode has been in existence.</p> <p><b>4. Communication Helper’s Guide,</b> “Time Travels”, Just the FAX, page 9.</p> <p>Review Just the FAX – Communication Satellites and have the students create a list of what satellites are used for. Put the satellite uses on the timeline. Then try some geocaching via ISU Extension 4-H Youth Development GPS kits or go to</p>	<p><b>Day Two</b> Healthy snacks</p> <p>Clue cards cut from a copy of the Day One “Introductions” table Basket or bowl for clue cards</p> <p>Paper and pencils (one per youth)</p> <p>See Getting Started, page 8</p> <p>Computer (optional) GPS monitors from ISU Ext. office (optional)</p>

<p>When it fits into your day</p>	<p><a href="http://www.geocaching.com">http://www.geocaching.com</a> to find a way to use GPS monitors and satellite communication.</p> <p><b>5. Collection Homework</b> Ask the youth to collect three small items from the outdoors or indoors and put them in a bag that you can't see through. Bring the bag of items to the next session. Make sure the items are safe, portable, and appropriate to share with others. You may want to bring a collection of things yourself as a back-up.</p> <p><b>Social Time.</b> You may want to allow time before, after, or during the session for youth to choose their activities. These are great opportunities to practice using good communication skills.</p>	
<p><b>Day 3</b></p> <p>10 min.</p> <p>20 min.</p> <p>20 min.</p>	<p><b>Day 3</b> <i>Before this day:</i> a.) <i>Collect several short children's book that give the youth an opportunity to read aloud using expression. (See Day 3, Activity 1)</i> b.) <i>Have the youth bring three small items in a bag that you can't see through. (See Day 2, Activity 5, Collection Homework and Day 3, Activity 2).</i> c.) <i>Prepare another bag with small items from nature or indoors, one item per youth. (See Day 3, Activity 2)</i> d.) <i>Enlarge or recreate An Unexpected Surprise story board found in <b>Picking Up the Pieces</b>, "Talking Pictures", page 18 and make once copy per youth.</i></p> <p>Healthy snack as youth arrive</p> <p>1. <b>Picking up the Pieces</b>, "Now Hear This", Making Contact, Just the FAX, and Upgrade 3, pages 8 and 9.</p> <p>Practice using effective emphasis on words and pauses to tell a story or send a verbal message starting with Making Contact and Chat Room. Then read about The Power of a Pause in Just the FAX and Note It. Say the words from Note It together and think of other words in the English language that sound like something from the environment. Examples include; plop, whistle, whoosh, stream, babble, and so on. Wrap up what you learned using Upgrade 3, reading aloud short children's stories. Depending on the size of your group, you may want to get into smaller groups to give more people a chance to read to their group. You can share the reading experience when students read on or two pages and pass the book to someone else.</p> <p>2. <b>Communication Helper's Guide</b>, "In the Bag", Making Contact, Chat Room, Just the FAX, Note It, and Upgrades 1 and 2, pages 12 and 13. <i>See! You did it!</i>, 4-H 850LDR August 1997.</p> <p>Have fun creating a story together out of items from a bag in Making Contact and Chat Room. Review Just the FAX – Story</p>	<p><b>Day 3</b></p> <p>Healthy snacks</p> <p>Assorted short children's books to read aloud</p> <p>Each youth bring in a bag with three items (see Day 2, Activity 5) Bag of items</p>

<p>20 min.</p> <p>20 min.</p> <p>When it fits into your day</p>	<p>Telling and Note It thinking about different communication modes that rely on stories or narratives. Use the student’s bags to do Upgrades 2 and 3.</p> <p>3. <i>Picking Up the Pieces</i>, “Talking Pictures”, Making Contact, Chat Room, Just the FAX, and Upgrade 3, pages 18 and 19.</p> <p>Try expressive story telling by drawing a story board about your feelings. Before doing An Unexpected Surprise, review Just the FAX—Elements of Art and incorporate them into the story board. Check out different perspectives about the same story by doing Upgrade 3.</p> <p>4. <i>Picking Up the Pieces</i>, “Compose Your Song”, Making Contact and Chat Room, Upgrade 2, pages 26 an 27.</p> <p>Write your own lyrics to a song and put your own tune to it. Share it with others. Then try interpreting messages from other songs by doing Upgrade 2.</p> <p><b>Social Time.</b> You may want to allow time before, after, or during the session for youth to choose their activities. These are great opportunities to practice using good communication skills.</p>	<p>(see Activity 2b, one item per youth) Paper and pencils or markers (one per youth)</p> <p>Paper and pencils (one per youth) Copies of storyboard pg.18 (one per youth)</p> <p>Paper and pencils (one per youth)</p>
<p><b>Day Four</b> 10 min.</p> <p>30 min.</p> <p>15 min.</p>	<p><b>Day Four</b> Healthy snack as youth arrive</p> <p>1. <i>Picking up the Pieces</i>, “Silent TV”, Just the FAX, Making Contact, Chat Room, Upgrade 2, pages 14 and 15.</p> <p>Start with Just the FAX – Non-verbal Cues and have each youth stand and face a partner. Have one person decide on a feeling or emotion to convey by using a body stance. The partner can guess the feeling or emotion. Repeat the activity for facial expressions and upper body movements. Then go back to Making Connections and Chat Room to watch a silent TV sitcom or movie to pick up and interpret nonverbal cues. Then put it all together by doing Upgrade 2 creating a short silent skit.</p> <p>2. <i>Communication Helper’s Guide</i>, “Role Play for Real Life”, Just the FAX, Making Contact, Chat Room, pages 20 and 21.</p> <p>Review Just the FAX – Coaching Tips on page 21 before guiding the students through Making Contact and Chat Room. Ask the youth what the difference is between a problem and an issue. A problem is a question, condition, situation, or something that needs to be solved. A problem becomes an issue when people disagree about how to solve or deal with the</p>	<p><b>Day Four</b> Healthy snacks</p> <p>Five minute tape or DVD of a movie or TV sitcom Player and monitor</p>

<p>15 min.</p> <p>10 min.</p> <p>When it fits into your day</p>	<p>problem. For number one of Making Contact, brainstorm issues the students have with family, friends, or school. Use social or environmental issues on another round. Ask the student to use verbal and nonverbal skills as they role play.</p> <p>3. <b>Picking up the Pieces</b>, “Speak Up!”, Making Contact, Chat Room, and Upgrade 1, pages 12 and 13.</p> <p>Use issue topics from Activity 2 and “Role Play for Real Life” or identify new issues to do Making Contact and Chat Room. Then work in small groups to create a survey for Upgrade 1.</p> <p>4. <b>Talk it Up</b>, Invitations for the Day 8.</p> <p>Ask the youth what is included on invitations they have received for birthday parties or special events. Talk about what the invitation looked like that made the party seem like a fun event to attend. Then have the students create invitations that they can each take home to invite family or friends to the party the last day to share some of their communication activities.</p> <p><b>Social Time.</b> You may want to allow time before, after, or during the session for youth to choose their activities. These are great opportunities to practice using good communication skills.</p>	<p>Paper and pencils (one per youth)</p> <p>Colored paper Markers Scissors Glue Other craft supplies to make fun invitations.</p>
<p><b>Day 5</b></p> <p>10 min.</p> <p>10 min.</p> <p>40 min.</p>	<p><b>Day 5</b> <i>Before this day, find short, simple crafts, recipes, or other projects that would work well for a beginning level working exhibit. (See Day 5, Activity 2)</i></p> <p>Healthy snack as youth arrive</p> <p>1. <b>Picking up the Pieces</b>, “Follow My Lead”, Making Contact and Chat Room, pages 20 and 21. Or, <b>Putting it Together</b>, “Clear It Up”, Making Contact, Chat Room, pages 10 and 11.</p> <p>Distribute a sheet of paper to everyone and have them fold the paper in half width-wise. Have the youth hold up their papers and see how they followed instructions so far. Then proceed with the instructions for drawing a “5” or another object in Making Connections for either lesson. Repeat the activity in small groups so that each person can come up with a design and try to give directions to the other people in their group. Radio announcers sometimes do this activity. The announcer gives instructions for drawing something, listeners follow the directions and as soon as they know what it is they call the radio station. If they are correct and are one of the first callers, they win a prize from a radio show sponsor.</p> <p>2. <b>Follow the Directions, Picking up the Pieces</b>, “Follow My Lead”, Just the FAX, page 21. <b>Share a talent...Show off a skill...Do a working exhibit.</b> 4-H 851 July 2002.</p>	<p><b>Day 5</b></p> <p>Healthy snacks</p> <p>Paper, (three or four per youth) Pencils (one per youth)</p> <p><b>Share a talent... Show off a skill...Do a</b></p>

	<p><i>Before this activity:</i></p> <p>a.) <i>If this is a 4-H Club or you would like it to become a 4-H Club, secure copies of Share a talent...Show off a skill...Do a working exhibit. 4H-851  July 2002 for each youth. At the least, provide one copy per group of four to six students.</i></p> <p>b.) <i>Assemble enough kits of supplies and instructions for groups of four to six people to practice short, simple working exhibits.</i></p> <p>Review Just the FAX – Giving Clear Directions, Improving Clarity and work with the youth to come up with clear concise examples of directions to do simple tasks such as washing hands, brushing teeth, opening a door or lock, and so on.</p> <p>Use the <i>Share a talent...Show off a skill...Do a working exhibit.</i> 4-H publication to help youth understand what a working exhibit is and how it ties in with giving instructions. Divide the participants in groups of four to six youth and distribute one supply kit to each group. You may want to include a copy of the working exhibit 4-H publication for the youth to use as a reference tool. Have the students work in small groups with the supplies to do the project themselves and plan how they would tell someone else to do the project. Have the students do their working exhibit one time for the rest of the group. For this round, have them practice their working exhibit and test it out with one of the other small groups.</p> <p>Before doing their working exhibit for the rest of the youth, review the Evaluate your working exhibit section on the back page of the 4-H working exhibit publication and have them become judges for their own working exhibit. Use the self-evaluations and discuss all the working exhibits. In small groups or as one large group, discuss what went well and what could be done to improve the working exhibits. The small groups can improve their working exhibits and do them for friends and family on Day 8.</p> <p><b>3. Humorous Homework!</b></p> <p>Ask students to think of and bring to the next session, a funny, tasteful, appropriate short story about them. It can be a short story/narrative, joke, riddle, poem, or anecdote.</p> <p><b>Social Time.</b> You may want to allow time before, after, or during the session for youth to choose their activities. These are great opportunities to practice using good communication skills.</p>	<p><b>working exhibit.</b> 4-H 851 July 2002 (see Activity 2a) Supply kits for short, simple working exhibit ideas.</p> <p>Evaluate your working exhibit (back page of Share a talent... 4-H 851, one per youth) Pencils (one per youth)</p>
<p>When it fits into your day</p>	<p><b>Day 6</b> Healthy snack as youth arrive</p>	<p><b>Day 6</b> Healthy snacks</p>
<p>20 min.</p>	<p>1. <b>Listen Up! Putting it Together,</b> “Who’s Listening?”, Just the FAX, Making Contact, Chat Room, Upgrades 1 and 2, pages 12</p>	<p>Sets of Type of Listening/</p>

<p>15 min.</p>	<p>and 13.</p> <p><i>Before this activity, enlarge and copy enough sets of Type of Listening/Listener Characteristics tables found in Making Contact so that each group of five youth can have a set. Cut between the Passive, Selective, Attentive, and Active sections and put them in an envelope. Create another strip of paper that says “Speaker – Think of something that you recently did, an upcoming activity, or something that’s bugging you to share with your group. Keep talking as the other listeners in your group role play the type of listening written on their papers.” Cut out the strips to add to the small group envelopes. Create a flip chart, overhead, or poster board with the four types of listening listed below the title “Listening Types.”</i></p> <p>Have the youth count off from one to five then have all the ones, twos, threes, and so on get together in small groups. Distribute one envelope including four listener types and one speaker strip of paper for each group. The group members should draw out one strip of paper and silently read what is on it. Explain that this is a listening activity and that one member of each group is going to be a speaker and the other four are listeners. Each group member is to do what it says on the card as the speaker talks. Give them time to study their roles and think of ways they will do what it says. If they have trouble reading their paper, have them raise their hand and go around and help them. Then give them two to three minutes to act out their roles. When they are done refer to the Listening Types chart and talk about the characteristics listed in Making Contact. Use Just the FAX, Types of Listening Behaviors to elaborate on the characteristics. Have the group decide who was playing what part and how they could tell. Have the speaker tell how each of the listening types affected her or him. Put the paper strips back into the envelopes and do the activity one or more times. To wrap it up, discuss the clues to the listening styles and think of other situations where youth have observed each of the types of listening behaviors. Refer the youth to Upgrades 1 and 2 to become more familiar with listening types and how they are incorporated into their own lives.</p> <p>While the youth are still in their small groups, have them brainstorm ideas of how each of them can become more active listeners and then how they can communicate to help everyone become an active listener. Use the example of the working exhibits from the previous day and introduce the thought of how to encourage active listening during presentations or speeches.</p> <p><b>2. Laughter Leads to Listening, Putting it Together</b>, “Lighten Up”, Note It, Just the Fax, Making Contact, Chat Room, pages 16 and 17.</p>	<p>Listener Characteristics and Speaker cards and envelopes (see Activity 1)</p> <p>Humorous Homework from Day 5, Activity 3</p>
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<p>30 min.</p>	<p>Start the session by reading actor Jim Carrey’s anecdote in Note It. Distribute paper and pencils and explain that they might want to write down some notes to help them remember and use some anecdotes, jokes and riddles from today. Then have five or six youth tell their humorous homework or stories, anecdotes, jokes, and riddles. After the class has laughed and seems out of control, bring them back together with questions such as: What type of listener did you become during this activity? When can you use humor like this? How do you use humor affectively? Use Just the FAX – What’s So Funny? to guide your discussion. Then do Making Contact to practice interviewing while gathering more humorous ideas.</p> <p>3. <b><i>I have to do what?</i></b> 4H-850A, <b><i>Picking Up the Pieces</i></b>, “Illustrated Talks”, Making Contact, Just the FAX, Note It, Chat Room, pages 32 and 33.</p> <p><i>Before this activity:</i></p> <p>a.) <i>If this is a 4-H Club or you would like it to become a 4-H Club, secure copies of I have to do what? 4H-850A / August 1997 for each youth.</i></p> <p>b.) <i>Read and study I have to do what? so that you can combine Puzzle Pieces with the introduction, Making Contact, and Just the Fax – The Nuts and Bolts of Illustrated Talks in Picking Up the Pieces, “Illustrated Talks.”</i></p> <p>Start the activity with a brief discussion on what are illustrated talks and demonstrations. Puzzle Piece #1 and #3 from <b>I have to do what?</b> and the introduction to “Illustrated Talks” will help you. You may want to write “illustrated talk” and “demonstration” on a marker board or flip chart. Then distribute a sheet of paper and pencils to each youth. Have them think about a topic that they might like to give a two or three minute illustrated talk or demonstration about. Since they have such a short time to prepare and deliver this first presentation, brainstorm some ideas that the youth may be familiar with. Have them write their topic in the center at the top of their papers. Then have them fold their papers width-wise into thirds. Under the title, have them write Introduction and proceed with a discussion on what is an introduction and how they can use humor or other communication strategies to get the audience to become attentive or active listeners. In the middle section, write “Body” and proceed with a discussion about what is the body of the presentation. You may want them to turn their papers over and have them write “Body” across the top. Have the students write the titles and descriptions of the parts of the body from the chart on page 32 of <b>Picking Up the Pieces</b>, “Illustrated Talks”. Finally, have them write “Summary” on the bottom section of the front page. Ask them to think about all the nonverbal and verbal communication skills they have learned to prepare a two to three minute illustrated talk or demonstration about their</p>	<p>Paper and pencil (one per youth)</p> <p><b><i>I have to do what?</i></b> 4H-850A (see Activity 3a, one per youth) Flip Chart Markers Paper and pencils (one per youth)</p>
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<p>When it fits into your day</p>	<p>topic. Give them the remaining time to work on it. They will also have time the next day to do their visuals, etc. However, if they need a prop from home, they will need to bring it the next day.</p> <p><b>Social Time.</b> You may want to allow time before, after, or during the session for youth to choose their activities. These are great opportunities to practice using good communication skills.</p>	
<p><b>Day 7</b> 10 min.</p> <p>40 min.</p>	<p><b>Day 7</b> Healthy snack as youth arrive</p> <p>1. <b>Pathways to Presentations, <i>Putting it Together</i></b>, “Prepare, Present, Critique”, Just the FAX, and Making Contact, pages 30 and 31. <b><i>I have to do what?</i></b> 4-H 850A August 1997.</p> <p>Distribute Just the FAX – Focusing on Self-Evaluation, “Prepare, Present, Critique” Making Contact stepping stones, and pencils. Explain that they will have a little time to prepare to give the illustrated talks or demonstrations they started the day before. Then they will each be doing their presentations to a small group of people. The youth will have an opportunity to evaluate their own presentation on the self-evaluation tool and the listeners will use the stepping stones to take notes about the presentation as if they were judges. The judges will share their notes with the presenter. Review the self-evaluation and how to use the stepping stones. Note the verbal and non-verbal communication skills included in the evaluations.</p> <p>Give the youth ten minutes to prepare the rest of their illustrated talks or demonstrations. Help them individually. They may need poster board and markers to prepare their visuals. Remind them that their presentation should only last two to three minutes.</p> <p>Divide the large group into smaller groups of four youth each. Have the youth take turns doing their illustrated talk or demonstration to the rest of the small group. Have the presenters start at the same time and give them two to three minutes. Allow another two minutes for the listeners/judges to write comments on their stepping stones. Repeat the process until everyone has had a chance to present. Then have the presenters complete the Self-Evaluation tool. Give the groups five minutes to talk about each of the presentations. They are to come up with at least one good comment about each presentation and one thing that could be improved and how it might be improved. Finally they should vote on the best presentation from their group. As a large group, discuss the best presentation, what made it so great, and what could be improved. Those are the presentations that will be shared with guests on Day 8.</p>	<p><b>Day 7</b> Healthy snacks</p> <p>Just the FAX, Focusing on Self-Evaluation (<b><i>Putting it Together</i></b>, page 31, enlarge and copy one per youth) Making Contact stepping stones (<b><i>Putting it Together</i></b>, page 30, copy one per youth) Pencils (one per youth) Poster board or large pieces of paper to prepare visuals Markers <b>I have to do what?</b> 4-H 850A (see Day 6, Activity 3)</p>
<p>20 min.</p>	<p>2. <b>Part 2, Follow the Directions, <i>Picking up the Pieces</i></b>, “Follow My Lead”, and Just the FAX, page 21. <b><i>Share a talent...Show off a skill...Do a working exhibit.</i></b></p>	<p><b><i>Share a talent... Show off a skill...Do a</i></b></p>

<p>If there is time at the end of the day</p>	<p>4-H 851 July 2002.</p> <p>Have the students get back together with their working exhibits small groups to put the final touches on their working exhibits for Day 8. Half of the groups will be doing their working exhibits at a time for five minutes. So, they will need to think of clever ways to get the rest of the group and all the guests to try out their working exhibits. Work with the individual groups to make sure they will have the supplies they need and that they are referring to the hand outs to cover the details.</p> <p><b>3. Helpful Homework</b></p> <p>Remind the youth to bring their guests for the festivities on Day 8. Have them bring whatever they need for the presentations and working exhibits or make sure you have a list of supplies. Day 8 will be a busy day sharing what they learned with their guests and filling out evaluation forms.</p> <p><b>Social Time</b></p> <p>Discuss what communication skills the youth noticed, practiced, and improved during the social times.</p>	<p><i>working exhibit.</i> 4-H 851 July 2002 (see Activity 2a) Evaluate your working exhibit (back page of <i>Share a talent...</i> 4-H 851, one per youth)</p>
<p>Day 8</p> <p>5 min.</p>	<p><b>Day 8</b> <i>Before the day:</i> a.) <i>Bring enough healthy snacks (something to eat and drink) for youth and guests and set up a table for when they arrive.</i> b.) <i>Bring any supplies listed from Day 7, Activities 1 and 2.</i> c.) <i>Create and prepare completion certificates. You may want to give each youth blue or purple ribbons for their working exhibits and illustrated talks or demonstrations.</i> d.) <i>Go to the Iowa 4-H Afterschool website and download the Citizenship, Leadership, and Communication Self-Reporting Assessment for grades 4-6. Copy one per youth.</i> <a href="http://www.extension.iastate.edu/4H/Afterschool/AfterSchool.htm">http://www.extension.iastate.edu/4H/Afterschool/AfterSchool.htm</a> e.) <i>Set up the room for presentations, working exhibits, refreshments, and guest seating.</i> f.) <i>Set up an exhibit of 4-H Club and communication resources.</i></p> <p><b>1. Communication Web</b></p> <p>Have youth and their guests stand in a circle. Start with a ball of yarn and introduce yourself and one communication skill you learned more about during the sessions. Hold the end of the yarn and pass the ball to one of the youth. Have them introduce themselves and their guests and share one communication thing they learned or did during the sessions. Have them hold the strand of yarn and pass the ball to someone else. Repeat the introductions and have each person think of a different communication skill they learned or did during the sessions. If some of the activities were left out, have the last youth send the</p>	<p>Healthy snacks for youth and guests Supplies listed from Day 7 Completion certificates or ribbons Iowa 4-H Afterschool Citizenship, Leadership, and Communication Self-Reporting Assessment for grades 4-6 (see website, one per youth) Pencils (ISU Extension or 4-H pencils that they can take home is a good idea) Ball of yarn Extra chairs 4-H exhibit</p>

5 min.	<p>ball of yarn back to you and you can share any remaining communication skills and activities. When everyone is done have the students share how communication is like a web.</p> <p><b>2. Healthy Snacks</b></p> <p>Have the youth and their guests pick up a healthy snack to eat during the illustrated talks or demonstrations.</p>	
20 min.	<p><b>3. Illustrated Talks of Demonstrations</b></p> <p>Have the four or five presenters from Day 7 give their two to three minute presentations. While they prepare, have the students explain the difference between illustrated talks and demonstrations. Explain to the guests that the students have the opportunity to work on their communication skills through participating in 4-H in your county.</p>	
20 min.	<p><b>4. Working Exhibits</b></p> <p>Have half the group the group doing their working exhibits for eight minutes and the other half for another eight minutes. While the groups are setting up, have the students explain what a working exhibit is and explain to guests that this is another 4H communication opportunity.</p>	
10 min.	<p><b>5. Program Assessment</b></p> <p>Distribute the Iowa 4-H Afterschool Citizenship, Leadership, and Communication Self-Reporting Assessment and pencils. Have the guests work with the youth to read the statements and make sure the students have completed everything. When they return the self-assessments, give them a big smile, a certificate of completion, and a ribbon for participating in communication activities.</p>	