



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

Grades: K-3

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

Reference Resources: *The following resources were used to identify communication topics and skills that are appropriate for grades K through 3.*

***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*

***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*

Supplies Needed: See various lessons (inexpensive and easy to find)

Physical Setting: Any place and any time where kindergarteners through third 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 work on any life skill without involving communication. These are the more obvious life skills involving communication strategies written into the lessons.*

- **Communicating** by identifying and practicing verbal and nonverbal communication messages when communicating with yourself, one or two other people, small and large groups, and mass communication
- **Communicating** by listening, asking questions, and sharing ideas
- **Learning to learn** by listening, asking questions, sharing ideas, being creative, observing, being active by doing, following step by step processes
- **Critical thinking** by asking questions before, during, and after acquiring information and before making decisions
- **Service learning** by gaining information about their community and about people
- **Planning/organizing** by working on their own and with others to plan and organize a variety of projects
- **Cooperation** by working with the rest of the group to share resources and complete projects
- **Social skills** by using appropriate communication skills while interacting with others

- Conflict resolution by using appropriate verbal and nonverbal communication messages
- Community service/volunteering by identifying needs in their community and helping to meet those needs
- Leadership by learning to be a dependable group member and listening while others speak
- Citizenship by identifying and doing a project that will help their community
- Teamwork by working together to successfully complete a project
- Responsibility by accepting responsibility for his or her own choices and actions and by using communication strategies that demonstrate responsible behavior.
- Healthy lifestyle choices by eating healthy snacks and choosing active exercises during play time

Indicators:

- Day 1 – Interview and introduce a new friend
- Day 1 – Make a nametag to tell a story about themselves
- Day 1 – Verbally identify items in the environment where they will be meeting
- Day 1 – Participate in a game about group rules
- Day 2 – Identify nonverbal and verbal cues that express feelings
- Day 2 – Create props and act out parts in games and a play
- Day 3 – Use questions to illustrate a story they listened to
- Day 3 – Write or draw a story or maze
- Day 4 – Successfully send and receive written and verbal communication
- Day 4 – Work with a partner to build something and show the group
- Day 5 – Identify verbal and nonverbal clues from mass communication sources
- Day 5 – Develop a billboard and deliver a radio advertisement
- Day 6 – Ask questions and plan a small community service project
- Day 6 – Draw a picture/poster to tell about an upcoming community event
- Day 7 – Do a small community service project and discuss it
- Day 7 – Make invitations for a party
- Day 8 – Introduce a friend to people at a party
- Day 8 – Perform a play for people at a party
- Day 8 – Invite and lead guests to look at projects and have refreshments
- Day 8 – Complete a self assessment tool

Content Objectives: Students will...

- Day 1 – ask questions, listen, and introduce themselves and a new friend.
- Day 1 – ask questions and listen to become familiar with things and rules in their environment.
- Day 2 – identify and use verbal and nonverbal communication tools to express feelings and deliver appropriate messages.
- Day 3 – listen and ask questions to determine meaning, main points, inferences, and interpretations of stories.
- Day 4 – use interpersonal communication skills and teamwork to complete projects.
- Day 5 – identify and use verbal and nonverbal messages from mass communication resources such as television, movies, billboards, and radio

Day 6 – explore and use a variety of communication tools and skills to plan a community service project and announce a community event

Day 7 – use at least three communication skills such as listening, asking questions, giving or following directions, appropriate use of nonverbal communication, and so on; plus cooperation, teamwork, and responsibility to complete and talk about a community service project and discuss it

Day 7 – use a variety of communication skills to plan and invite people to a party

Day 8 – demonstrate communication skills to people at a party

Related School Standards (S) and Benchmarks (B): *The activities for these communication lessons apply mainly to language arts standards and benchmarks.*

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
- (S) Critical reading: predictions and inferences; (B) Uses pictures to make predictions about content
- (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) 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 (such as short stories, posters, billboards, invitations that explain things) 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 (see preceding benchmark) that organize and present information in a logical manner.

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

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), naturalist (through nature)

Evaluation:

See “Indicators” for evaluation strategies in each lesson

Use Iowa 4-H Afterschool Citizenship, Leadership, and Communication Self-Assessment for Grade K-3 found at the end of this lesson.

Lessons: *Please be sure to read through the entire day and decide what would work best for your group. Refer to the Objectives and Indicators for a summary of each day. There is a wide range of abilities between kindergarteners and third graders. Options for younger and older youth are offered in some of the activities that would be too difficult for kindergarteners. It would be hard to find an activity that doesn’t involve communication. You may want to try some additional children’s games during play time.*

Time Allotment	Activities	Supplies
<p>Day 1 5 - 10 min.</p>	<p>Day 1 1. <u>Introduce a Friend</u> 1A.) Partner each youth with another youth.</p> <p>1B.) Say one of the questions below and have them ask each other the same question and listen to the response. (For kindergarteners, you may want to ask only their name and one other question.) What is your name? What do you like to eat? What is one of your favorite things to do?</p> <p>1C.) Tell them to take their new friend over to another set of new friends and introduce each other using the answers to the questions they just asked. If they can’t remember the questions and answers, they can help each other and ask them again before introducing each other. Give them an example such as, “This is Emily. She likes to eat ice cream and draw horses.”</p> <p>1D.) Stand next to your new friend and form a big circle. Go around the circle and introduce your new friend. Remember to speak loudly so everyone can hear. Give an example such as, “This is Brian, he likes to eat ice cream and catch frogs.”</p>	<p>Day 1</p>
<p>20 min.</p>	<p>2. <u>Story-Telling Name Tags</u> 2A.) Lay out markers, crayons, colored pencils, magazines, construction paper, scissors, and glue. Distribute name tags.</p>	<p>White name tag inserts and plastic holders</p>

	<p>Explain to the group that they can use any of the supplies to write their first name on the nametag and draw or cut out a picture for the nametag that tells one thing about them. Examples could be something they like to play with or do, a picture of their family or pets, places they like to go, and so on.</p> <p>2B.) Distribute the plastic jackets for the nametags and ask them to insert their nametags and put them on. They may need help. After this session, you may want to seal the edges with clear tape so the nametags don't fall out.</p> <p>2C.) Have the youth walk around the room and introduce themselves and what they drew to at least two other people.</p> <p>2D.) Sit or stand in a circle so everyone can see each other's nametags and one-by-one share names and illustrated stories from the nametags.</p>	<p>Crayons Markers Colored pencils Magazines Colored paper Scissors Glue</p>
10 min.	<p>This is a good place to take a break and eat a healthy snack.</p>	<p>Healthy snacks</p>
10 min.	<p>3. <u>"I'm thinking about..."</u> To help identify what is in your room or the area where you are meeting play the "I'm thinking about..." game. You be the first leader by finding something in the room and giving one clue about it such as "I'm thinking about something green." Then have the youth raise their hands and ask one question at a time. Examples include, "Is it a living or nonliving thing?" "Is it up high or down low?" "Is it the grass?". The person guessing the correct answer gets to be the next leader.</p>	
10 min.	<p>4. <u>Rule Roles</u> Cut out the Rule Roles cards found at the end of this lesson. Sit in a circle with the pile of cards placed face down in the middle of the circle. Take turns picking up one of the cards. Have them deliver the card to you to read or the older ones can read them. Ask the question on the card loud enough for everyone to hear and clear enough so everyone can understand. Have the students do thumbs up when the response written under the question is appropriate. Have the students do thumbs down when the response is not appropriate. Remind the group that these are the rules that everyone will follow.</p>	<p>Rule Roles cards (found at the end of this lesson, or make your own) Scissors</p>
10 min.	<p>5. <u>"Leader says..."</u> Play a game of Simon Says using the name of the leader. This is a good listening game but the leader needs to speak loudly, slowly, and clearly. It is also good to practice resolving conflict when someone doesn't think they have been caught. Have everyone stand up to play the game. Start with an example such as "Leader (or your name) says to put your right hand on your head." Check to make sure everyone followed instructions. If they did not, they must sit down until the next round. After</p>	

<p>Before and after the lesson as time allows.</p>	<p>saying several “Leader says...”, leave off the “Leader says” part of the sentence. If they went ahead with the instructions, they must sit down because the leader didn’t say to do the instructions. Continue playing until almost everyone is sitting down. The person who listened to and followed instructions the best is the next leader. Or, you can appoint the next leader.</p> <p>6. <u>Play Time</u> Allow time for everyone to play together. Playing provides a golden opportunity to learn and practice communication skills. Observe what is going on and step in if you need to help students communicate in a more appropriate way.</p>	<p>Jump ropes, balls and other play equipment</p>
<p>Day 2 20 min.</p> <p>10 min.</p> <p>30 min.</p>	<p>Day 2</p> <p>1. <u>Let’s Play Charades</u> Give everyone a chance in front of the group to act out a charade using facial expressions or body motions to send nonverbal messages about what the person is doing. (If you have a large group, divide the room into smaller groups and have an adult volunteer help each group to play charades.) Whisper the charade to each leader and have them act it out. Have the audience guess what the leader is doing and how they feel about it. Examples include a person who: tripped on the sidewalk and sprained their ankle; looked at their report card to see that they did really well; read a funny birthday card; learned to ride a bike on two wheels; ran a long way and collapsed on the ground; didn’t feel good; ate a really good Thanksgiving dinner and was stuffed; was getting really tired as they were doing their school work; tried to catch a butterfly and succeeded; stepped in something bad; stubbed their toe on a piece of furniture; had a birthday party and blew out candles; caught a fish; watched a funny movie; played a game and won; sang a happy song; caught a frog; ate an ice cream cone; made a basket with a basketball; met a new friend; played a happy song on the piano; got pushed on the playground; had a bad cold, etc.</p> <p>This is a good place to take a break and eat a healthy snack.</p> <p>2. <u>Melodrama or Play</u> 2A.) Choose a children’s book that has several characters so that the students can act out the book as you read it. Or, choose a melodrama, skit, or play. Read the book, melodrama, skit, or play as the group listens carefully.</p> <p>2B.) Assign each youth/actor a part in the play. Have them create props from paper or anything that you brought that would help them make their props.</p> <p>2C.) Discuss what the stage should look like and have them help to set the stage.</p> <p>2D.) Ask the actors to think about how they would act out their</p>	<p>Day 2</p> <p>Healthy snacks</p> <p>Choose a children’s book with several characters or a melodrama, skit, or play. Examples: ISUE 4-H 905A, <i>Growing in the Garden</i> -- “Johnny Appleseed” or “Life in the Garden”</p>

<p>Before and after the lesson as time allows.</p>	<p>part with body movements, facial expressions, and so on to help tell the story. You may have to read through the play again.</p> <p>2E.) Do the play by slowly reading and pausing as the actors portray their parts.</p> <p>2F.) You may want to do the play the last day of the program for the parents and other guests. Ask the actors what they would do differently. If possible, do the play again. Try to save the costumes to do the play again.</p> <p>3. <u>Play Time</u> Allow time for everyone to play together. Playing provides a golden opportunity to learn and practice communication skills. Observe what is going on and step in if you need to help students communicate in a more appropriate way.</p>	<p>Paper Scissors Markers Tape Any other items for props</p> <p>Jump ropes, balls and other play equipment</p>
<p>Day 3 20 min.</p> <p>10 min.</p> <p>30 min.</p>	<p>Day 3</p> <p>1. <u>Illustrate a Story and Make a Story Line</u></p> <p>1A.) Before this activity, go to a library or bookstore and find an age-appropriate story with good descriptive words and that would be fun for your students to picture in their minds. A librarian or teacher may help you to find a good book.</p> <p>1B.) Have the group sit in front of you while you read the book and show the pictures. You may want to have the older students take turns reading the book out loud.</p> <p>1C.) After reading the story, have the students close their eyes and visualize one thing from the story. Ask a sampling of students to share what they saw when they shut their eyes. If their vision is not from the story or if they need help remembering something, guide them.</p> <p>1D.) Have the students return to the tables so that they can become illustrators and draw what they saw. Take the book around to the tables to help them to remember but discourage copying the illustrations already in the book. This is their own interpretation of the story.</p> <p>1E.) Have them share their illustrations and then line them up in the sequence from the book. Hang a string somewhere in the room and use clothespins, paper clips, or tape to create a “story line.”</p> <p>This is a good place to take a break and eat a healthy snack.</p> <p>2. <u>My Storybook or Maze</u></p> <p>2A.) Explain that the students will be making their own story books or mazes. Use the book that they just illustrated and identify the following parts of the book: front cover, beginning or introduction to set the stage, middle or body to tell the story,</p>	<p>Day 3</p> <p>Children’s story book White paper (one per youth) Long string, rope, or yarn Clothes pins, paper clips, or tape to hang pictures on the line</p> <p>Healthy snacks</p> <p>Children’s book from Activity 1 Sample of a maze Paper (two per</p>

<p>ending or closing to complete or wrap up the story, and back cover. Show the example of the maze. How is a story book and a maze alike? They both have a beginning or starting point, they both have a middle or body with things that happen step by step to get to the end of the story, and they both have an ending, closing, of finish. Have them repeat the words “beginning or introduction”, “middle or body”, and “ending or closing.”</p> <p>2.B) OPTION ONE FOR GRADES K AND 1 Distribute two pieces of paper per person. On one page of the paper, they will draw their maze. The other sheet will serve as their cover page. Have the youth identify where on one page they will start their maze and where they will end their maze. Have them write “Start” or “Begin” and “Finish” or “End” on their designated start and finish spaces.</p> <p>2B.) OPTION TWO FOR GRADES 2 AND 3 Distribute two pieces of paper per person. Have them place one sheet of paper on top of the other and fold the two papers in half. They can fold it any way they want, just so it is in half. Ask them to point to the cover of their new book. Then ask them to open their books and number the inside pages from 1 through 6. This is where they will create their story with a beginning or introduction, middle or body, and ending or closing.</p> <p>2C.) Ask the youth to close their eyes and think about the story or maze they would like to create. They will use drawings/ illustrations and a few words on each page of their story books. They will use drawings and lines on their mazes. Tell the younger children that you will help them with the words if they choose to do a story book. While their eyes are closed, ask them to think about the following questions.</p> <ul style="list-style-type: none"> What do you want your story or maze to be about? Keep it pretty simple, you don’t have many pages. Who is the main character in your story or the character going through your maze? Will there be other characters? Who are they? What are their names? Where does the story or maze take place? When does the story take place, in the past, the future, or right now? When during the day or night does it happen? How will you draw that? What is the main idea or event in your story and why is it happening? How are the characters going carry out the main idea or event? How are you going to illustrate that? <p>Write “what, who, where, when, why, and how” where everyone can see while they create their stories.</p> <p>2D.) Guide the students to start drawing an illustration and writing a couple words on page one of their books or at the start space on their mazes. Page one or the start space on the maze</p>	<p>student) Pencils Crayons or colored pencils</p>
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<p>Before and after the lesson as time allows.</p>	<p>will be the beginning or the introduction to the story or maze. Read the first page or two of the book you just illustrated. The beginning sets the stage, it usually introduces “who”, “when”, and “where” and stirs up some excitement or a clue to “what” is going to happen. Have the students work on the first page or the start point on the maze while you go around the room to help them get started by asking them questions about the story they created in their minds.</p> <p>2E.) The middle or body of the story reveals “what” the main idea or event is and “how” and “why” it happened. Use pages two through five to tell the store in the best sequence or chain of events. Use the lines for the maze as the middle or body of your story. You may not need to use all the pages of the story book. You may want to use the middle two pages as one big page. Go around the room and help them to tell their stories in the books or draw their mazes on the paper. You may have to help them spell words that briefly tell what is going on in the illustration. You may want to encourage them to draw pictures to guide their character through the maze.</p> <p>2F.) Page 6, the last page, will be the ending or closing to your story. The finish or end space of the maze will finish the maze story. How do you want it to end? What happened to the characters after the main idea of your story is done or after they made it through the maze? Draw a picture to illustrate the end of the story or the end of the maze. Use a few words to end the story or maze. Go around the room and help them to complete their stories or mazes.</p> <p>2G.) What is usually on the front cover of a book? Look at the book you read and identify the title, author, and illustration. What is on the back cover of the book? Sometimes nothing. Look at the back cover of the book they read. Have the students create the front and back covers of their books or mazes.</p> <p>2H.) If they want, have them show their books or mazes and tell their stories to the rest of the class or to the students sitting near them. Keep their books or mazes until Day 8. Some may need the time to finish them up.</p> <p>3. <u>Play Time</u> Allow time for everyone to play together. Playing provides a golden opportunity to learn and practice communication skills. Observe what is going on and step in if you need to help students communicate in a more appropriate way.</p>	<p>Jump ropes, balls, and other play equipment</p>
<p>Day 4 10 min.</p>	<p>Day 4 1. <u>Telephone</u> 1A.) Ask the group the following questions. What does “<i>You cannot not communicate.</i>” mean? You are constantly sending messages.</p>	<p>Day 4</p>

<p>10 min.</p>	<p>How are you sending messages right now? You are sending messages about yourself and how you are feeling or what you are thinking by what you wear, how you are sitting, your facial expression, what you are doing, and so on. Many of those nonverbal messages create “noise” that might interfere with the message. One way to explore “noise” is to play a game called Telephone.</p> <p>1B.) Have the students stand in a line. Start a one-sentence message by whispering to the first person in line. The sentence may be something like, “Wilber Weatherspoon’s wide brimmed hat blew off in the wind.” You may repeat the message once if the listener says he or she didn’t hear. They need to whisper the message into the next person’s ear until it reaches the last person in line. Ask the last person to repeat the message. If the message has changed, discuss where the message began to change and why. Were there distracting sounds and movement in the room? Did someone not whisper loudly and clearly enough? Was someone not listening and concentrating on the message? Were the words confusing? Did the message make sense?</p> <p>1C.) Play Telephone several times with different lengths of messages. Try sending a question across the telephone line/row of people. The youth can help to come up with a sentence or message but have them whisper it to you first before they send it over the telephone. Then you can guide them to find appropriate messages.</p> <p>2. <u>Did you get the message?</u></p> <p>2A.) Have the students work with the person next to them to complete this activity. Distribute a piece of paper and a pencil to each person.</p> <p>2B.) Ask one person in each pair to pretend to call the other person. They can use one hand like a phone and make ringing sounds. The other person can use one hand to pretend to pick up a phone and answer “Hello”. Then the first person says “Hello. “Would you write down this message and give it to Chris? Soccer practice starts at 5:00 at the Elm Park soccer field.” Write down the message on the piece of paper – or draw something to remind you of the message.</p> <p>2C.) Collect the messages and redistribute them around the classroom. Have the students work in pairs to try to read the messages. Discuss whether the message was clear and if they knew what to do. Talk about what was missing from the message. Maybe they needed to know which day soccer practice was.</p> <p>2D.) Take turns being the caller/sender with a fairly simple</p>	<p>Pieces of paper (one per youth) Pencils (one per youth)</p>
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<p>10 min.</p> <p>20 - 30 min.</p> <p>Before and after the lesson as time allows</p>	<p>message and a receiver and deliverer of a message. Talk about what kind of “noise” might have interfered with each message.</p> <p>This is a good place to take a break and eat a healthy snack</p> <p>3. <u>Partnering for Success</u> 3A.) On one central table, lay out a variety of supplies that could be used to build something. Instruct the students to work in pairs to create and build something from the supplies. Remind them to use communication skills such as asking questions and sharing ideas to help decide what supplies to use, what to build, how to build it, and so on.</p> <p>3B.) After 15 minutes, have them examine their finished structures and decide how they might do them differently and why.</p> <p>3C.) Have the students walk around and look at the different structures. Then have the students do a show and tell about their structures, how they decided what to build and how to build it, and how they might do something a bit different next time.</p> <p>3D.) Ask the students to think about how they worked together to complete the task. How did they share ideas? How did they understand what the other person wanted to do? Did they ever disagree? What did they do about that? What communication tools did they use to get the job done? Would they like to build something on their own or with someone else? Why?</p> <p>4. <u>Play Time</u> Allow time for everyone to play together. Playing provides a golden opportunity to learn and practice communication skills. Observe what is going on and step in if you need to help students communicate in a more appropriate way.</p>	<p>Healthy snacks</p> <p>Toothpicks Marshmallows Pipecleaners Yarn Colored paper Tape Glue Staples Wire Pieces of wood Beads Popsicle sticks Twigs Plastic cups Other building supplies</p> <p>Jump rope, balls, and other play equipment</p>
<p>Day 5 30 min.</p>	<p>Day 5 1. <u>Mass Media Messages</u> 1A.) Before this day, note several product slogans that entice people to buy a certain product or go to a certain restaurant or place. You may want to cut out logos that are easy to identify such as golden arches. Also choose a DVD that you can play so the students can see and here several verbal and nonverbal messages that make the story understandable, interesting, and fun.</p> <p>1B.) Ask the youth how they think messages reach thousands or millions of people at one time? Through television, radio, e-mail, newspapers, magazines, direct mailings, internet, and so on. These communication tools are referred to as mass media because they can reach large masses/groups of people. Try out how media messages work by seeing if students can identify a product by its slogan or logo.</p>	<p>Day 5 Notes about popular slogans Examples of logos Movie DVD DVD player Monitor</p>

	<p>1C.) Movies and television shows use several nonverbal and verbal clues to make them fun, interesting, and understandable. Watch a portion of a movie and identify all the communication tools, verbal and nonverbal, that send the message in a fun way.</p> <p>1D.) Discuss different characters in the movie clip. What messages were they sending? What verbal and nonverbal clues were used to deliver the message to you in a fun or dramatic way? What might happen if they didn't include the actions, extra sound, props, and so on to send that particular message? Try acting out some of the same scenes without expression, different voice tones, and action. What happens? What might you do to change a particular scene? How would the message change? Act it out and see what happens.</p> <p>1E.) If there's time, try it again after watching a little more of the movie.</p> <p>1F.) Discuss the different verbal and nonverbal communication tools used during the news verses during a comedy, drama, "how-to" show, concert, and reality shows.</p>	
10 min.	This is a good place to take a break and eat a healthy snack	
15 min.	<p>2. <u>Billboards</u></p> <p>2A.) Besides television and movies, what other mass media resources do we use? Radio, newspaper, magazine, internet, billboards, direct mailings, and so on. Ask the youth to describe some of the billboards they have seen.</p> <p>2B.) Distribute paper, pencil, crayons, markers. Use the paper as one big billboard. Create an ad about a food product that you are trying to get people to buy. How would words and a picture lead you to buy that particular product? Keep the design simple and with only one main message. People are driving by and have only a couple seconds to figure out what messages are coming from your billboard. (You may want to use the Pick a Better Snack billboards from Growing in the Garden: Garden Journal, page 25. Or download some sample "signs" from http://www.idph.state.ia.us/pickabetersnack/cd_sample.asp)</p> <p>2C. Share the billboards with the rest of the class. See if they can figure out what you are trying to advertise. Keep the billboards until Day 8.</p>	<p>Paper (one per youth) Pencils Markers Crayons ISUE 4H-905B <i>Growing in the Garden: Garden Journal</i> "Pick a Better Snack" (optional) Pick a Better Snack signs by Iowa Dept. of Public Health (see web address in 2B, optional)</p>
20 min.	<p>3. <u>Promote Yourself</u></p> <p>3A.) Radio is a popular thing to listen to while you move between places, when you sit and rest or are getting ready for school, or while you are doing something. Most radio stations provide you with "air time" by selling advertisements. Ask the</p>	<p>Paper (one per student) Pencil</p>

<p>Before and after the lesson as time allows</p>	<p>group if they can describe any radio advertisements they've heard lately. What were the advertisers selling? How do you think they were getting you to buy the product? Besides words, what other communication tools were they using to get your attention? Choosing fun or descriptive words, emphasizing words as they said them, slogans, rhyming words, music, and sound affects make a difference.</p> <p>3B.) Create a radio advertisement about yourself. Start with thinking about the following questions.</p> <p>What do you want people to do when they hear your ad? Examples include: hire you to help them around the house, be your friend, hear you sing or tell jokes, buy your drawings, come play with their kids, join your sports team, be your pen pal, etc.</p> <p>What good quality about yourself do you want to promote? What would be a clever way to promote that quality? Think about the ad, write down notes or drawings to help you think through it and rehearse it in your head.</p> <p>3C.) Work with a partner to practice and test out the ads. Can the partners identify what the ad is selling about the person? Talk about what would make the ad better and practice the suggestion.</p> <p>3D.) Do the ads in front of the rest of the group. You may want to just ask for volunteers. Talk about the ads.</p> <p>What was the radio announcer/advertiser trying to get the audience to do? What personal qualities would convince the audience to do what the advertiser wanted them to do? What communication techniques did they use to get your attention? Consider the words they chose, the way they said the words, and any sound affects they added.</p> <p>4. <u>Play Time</u> Allow time for everyone to play together. Playing provides a golden opportunity to learn and practice communication skills. Observe what is going on and step in if you need to help students communicate in a more appropriate way.</p>	<p>Jump rope, balls, and other exercise equipment</p>
<p>Day 6 20 – 30 min.</p>	<p>Day 6 1. <u>Messages From Home</u> 1A.) To prepare for this day, read the newspaper, church bulletins, and local newsletters or websites; call to local service organizations and prepare a list of service projects that your group could do in a short period of time. Examples include: cleaning up a vacant lot; singing, reading, or doing your play for residents that are unable to leave their homes on their own; going shopping for people who can't; collect items from home to contribute to a local organization and take them to find out more about the organization; and so on. Use your list of</p>	<p>Day 6 Local newspapers, newsletters, bulletins, websites, service organization brochures, anything that helps to</p>

	<p>possibilities, the newspaper, bulletins, and brochures about organizations to help your students identify a community service project.</p> <p>1B.) Explain that it takes communication to be good, contributing citizens in the community you call home. Ask the youth to identify ways that people help each other in your community. After you have written down their ideas, show them the communication sources where you discovered more community service ideas. Have the youth identify what each communication source is called such as newspaper, brochure, etc. Talk about word of mouth, telephone, mail, computers, clubs or organizations such as Clover Kids, Brownies, Cub Scouts, as sources of ideas, too.</p> <p>1C.) Explain that they will send the message that they want to be good citizens by doing a small community service project. Offer the suggestions on what your group could do. Have them vote on which one they would like to do.</p> <p>1D.) Lead a discussion about what they need to do before, during, and after to successfully accomplish their community service project. If they need to write letters home to request supplies, then help them write the letters. If they need to collect tools or resources to complete the project, discuss how that will happen. Decide who is going to do what. Talk about taking a picture and sending it to the paper with an article or talking on the local radio station. With a little guidance, let them become the leaders of the project by using good communication practices such as listening, asking questions, and sharing ideas.</p> <p>1E.) Complete the communication strategies, letters, phone calls, flyers, follow-up plans, etc. needed for the entire project.</p>	<p>identify a community service project.</p>
10 min.	<p>This is a good place to take a break and eat a healthy snack</p>	<p>Healthy snacks</p>
30 min.	<p>2. <u>Come One, Come All</u> 2A.) OPTION ONE FOR GRADES K AND 1 Talk about favorite children’s stories, movies, actors or entertainers, and music groups. Have the youth pick one of their favorites to pretend that the story will come as a play to their community or that the entertainers and actors are coming to their community. 2A.) OPTION TWO FOR GRADES 2 AND 3 Spread out the newspapers, newsletters, bulletins, flyers, and anything else that announces an upcoming event in your community. Explain that these are mass communication tools or resources that tell us what is going on and invite us to participate. Have them choose an event from one of the communication tools to create their own posters inviting people to participate. Go around and help them find and choose an event.</p>	<p>Use the communication tools listed above to find out about upcoming community events. 11 x 17 or larger card stock or poster board (one per every two youth) Markers</p>

<p>Before and after the lesson as time allows</p>	<p>2B.) Have the students work with the person next to them to form an advertising or public relations agency. Distribute the poster boards and markers. Ask the group what they think needs to be on their posters. How will people know <u>what</u> they are being invited to? <u>When</u> is it? <u>Where</u> is it? <u>How</u> much does it cost? <u>Who</u> can come? <u>Why</u> is it a good idea to come? Write what, when, where, how, who, and why somewhere that everyone can see as they create their posters. Help the younger youth come up with a date, time, location, and cost of their pretend event. Tell all the youth to look at the advertisements in their communication tools to find out how people design ads. A poster should have one graphic that tells something about the event. There should be as few words as possible to get the message across. The words and pictures should be big enough and dark enough to read from a little distance. Help them work on their posters.</p> <p>2C.) Talk about where would be a good place to hang the posters and consider hanging them up there.</p> <p>3. <u>Play Time</u> Allow time for everyone to play together. Playing provides a golden opportunity to learn and practice communication skills. Observe what is going on and step in if you need to help students communicate in a more appropriate way.</p>	<p>Jump rope, balls, and other exercise equipment</p>
<p>Day 7 40 min.</p> <p>10 min.</p> <p>15 min.</p>	<p>Day 7 1. <u>Community Service Project</u> Carry out your community service project. When you are done, discuss how everyone did their part to be good citizens and what kind of communication skills they used during the project. Complete any follow-up communications such as thank you notes and creating a newspaper article.</p> <p>This is a good place to take a break and eat a healthy snack</p> <p>2. <u>Party Planning</u> 2A.) The youth will be making invitations to take home for the party on the last day of this program. Make sure on the first day of the program that the parents are made aware that there will be a party on the last day. Day 7 may be a day or a week away from Day 8, so use this activity on the day you find most appropriate.</p> <p>2B.) Have the students create fun, clever invitations to invite someone special to the party. “Someone special” needs to be an adult such as parents, grandparents, aunts or uncles, or a family friend. What information should be included in the invitation? The five “w’s” and one “h” – write “who, what, where, when, why, how” so everyone can see it.</p>	<p>Day 7 Whatever is needed to carry out your community service project</p> <p>Healthy snacks</p> <p>Creative supplies to make party invitations Colored paper Stickers Markers Crayons Glue Scissors Pencils Pens Colored pencils</p>

<p>Whatever time is left at the end of this day</p>	<p><u>Who</u> is being invited? Sometimes invitations say “You are invited” or the “You” is assumed and it says “Please come to...” or just “Come join us.”</p> <p><u>What</u> are they being invited to? A Party.</p> <p><u>Where</u> is the party?</p> <p><u>When</u> is it?</p> <p><u>Why</u> are we having a party? To celebrate the new friends we made, what we learned, and the last day of the program. It is not necessary to include all that.</p> <p><u>How</u> do they find the place? You may not need to tell them that.</p> <p>Use your artistic talents, creativity, and a few words to make your invitations. Go around the room to make sure everything is covered on their invitations.</p> <p>3. <u>Play Time</u></p> <p>This time, take some time to talk about what the youth have been doing during play time. What verbal and nonverbal communication tools did they use while they played and interacted with each other. How did they share things and resolve conflicts. How did they show that they were having a good time or a hard time? Did they learn how to be a better friend on the playground by using good communication skills?</p>	
<p>Day 8 Before Day 8</p> <p>30 minutes</p>	<p>Day 8</p> <p><u>Preparations</u></p> <p>Assemble the props for the play, the students’ story books and billboards, and pencils for each student. Copy the Iowa 4-H Afterschool K-3 Citizenship, Leadership, and Communication Self Assessment forms found at the end of these lessons, one per student. Create completion certificates for each student.</p> <p>Purchase plenty of refreshments and paper products for the students and their guests. Set up the refreshment table. Bring in extra chairs if needed and set up the room to do the play and accommodate the guests.</p> <p>1. <u>Wrap Up</u></p> <p>1A.) If you didn’t have time for the discussion about Play Time in Day 7, take time to talk about it now.</p> <p>1B.) To prepare for the party at the end of this day, help the students review the communication skills they learned and practiced throughout the other days.</p> <p>On the first day, you introduced a new friend to someone else. How did you find out about the new friend? You asked questions about their name, what they liked to eat, and what they liked to do. Do you remember that? Find the person you introduced and see if you remember each others answers.</p> <p>Look at your nametag and remember the story you told about</p>	<p>Day 8</p> <p>Play props from Day 2</p> <p>Story books from Day 3</p> <p>Billboards from Day 5</p> <p>Self-Assessment form found at the end of this lesson</p> <p>Completion certificates that you create</p> <p>ISU Extension pencils that they can take home</p> <p>4-H and ISU Extension signs to hang in the room</p> <p>Refreshments</p> <p>Paper products</p> <p>Serving dishes</p>

who you were. Would you draw something new on there now? What would that be? When the guests arrive at the party, one of the first things you will do is to introduce yourself and your friend to at least two of the guests.

After you make introductions, you will be responsible to guide the guests you invited to the refreshment table. What would be a polite way to encourage them to come? With a partner, practice inviting your guests to the table with appropriate questions such as “Would you like refreshments? Please follow me.” Then guide them to a place where they can sit or stand and eat. What would happen to our guests if you did not use good communication skills to guide them to the refreshments and where to stand?

Do you remember the play that you were in? What nonverbal and verbal communication skills did you use to do your part in the play? We will be performing the play one more time to our guests. You may want to practice it now and check out the props.

Remember the billboards and story books you created? What foods were you trying to get people to buy? What questions did you have to ask yourself to complete the story book? Who, what, when, where, why, and how. After the play, present the story and the billboard to your family and tell them what it is.

After that, you will be completing a communication tool we call a self-assessment. Have your guests help you to complete the questions. I will guide you.

Write the following party plan in a place where everyone can see it during the party.

1. Have fun.
2. Greet the guests and introduce your friend.
3. Guide the guests you invited to the refreshment table and a good spot to sit or stand and eat.
4. Do the play.
5. Show and tell.
6. Complete the self-assessment tool and hand it in.
7. Pick up your certificate.

2. Party Time

Help the students carry out their tasks. Once the guests have their refreshments and are situated, introduce yourself to the group and explain some of the things the students have done to learn and practice good communication skills. Listening, asking questions to find out information, and sharing ideas were some of the main communication skills throughout the sessions.

	<p>Have the students perform the play and deliver their projects to their guests.</p> <p>Guide the guests and students to complete the self-assessment by explaining that the guests can help to read the questions to the students but the students are to circle the answers themselves. Circling “1” or “no” means that they didn’t think they learned anything about that skill. Circling “2” or “maybe” means they are not really sure they learned anything about that skill. Circling “3” or “yes” means that they thought they learned something about that skill. Ask the students to use good communication skills to read or listen carefully to each question and to think back to what they did throughout the program before choosing to circle 1, 2, or 3.</p> <p>Once they complete the self-assessment, they can hand it to the leader who will give them their completion certificate, a big smile, and a big thank you for a great time.</p>	
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Rule Role Cards

For use with Day 1, Activity 4

<p>The leader is telling everyone instructions. What should you do?</p> <ol style="list-style-type: none">1. Keep talking to the person next to you.2. Stop what you are doing.3. Look at the leader and listen.4. Interrupt the teacher.	<p>Another student is sharing an idea with the rest of the group. What should you do?</p> <ol style="list-style-type: none">1. Look at them and listen.2. Ask them questions to find out more.3. Make silly faces at them.4. Make noises.
<p>You need to go to the restroom. What should you do?</p> <ol style="list-style-type: none">1. Run out of the room as fast as you can.2. Go tell the leader where you are going.3. Agree on a hand signal to let the leader know that you are going to the restroom.4. Hold it until you are uncomfortable.	<p>You don't understand what you are supposed to do. What should you do?</p> <ol style="list-style-type: none">1. Guess what you are supposed to do.2. Ask questions to find out what you are supposed to do.3. Choose to do something else.4. Blame it on someone else.
<p>You don't know where the supplies are located. What should you do?</p> <ol style="list-style-type: none">1. Use whatever you can find or borrow to complete an activity.2. Put the supplies away anywhere you want.3. Ask the leader.4. Pretend you didn't hear the instructions.	<p>You feel upset with another person. What should you do?</p> <ol style="list-style-type: none">1. Hit them.2. Tell them something like "No thank you" and walk away.3. Tell the leader.4. Call them names.
<p>You accidentally bumped into someone.</p> <ol style="list-style-type: none">1. Get away from them as quickly as you can.2. Blame someone else.3. Apologize by looking them in the eyes and saying "I'm sorry."4. Acknowledge that they heard you apologize by asking for their forgiveness. "Will you forgive me?"	<p>Someone new is picking you up after the session. What should you do?</p> <ol style="list-style-type: none">1. Have your parent or guardian write a note with the person's name and relationship to you and deliver it to your leader.2. Just leave with the new pick-up person.3. Introduce the new pick-up person to the leader before leaving with them.4. Tell your teacher or leader when something bothers you about leaving with that person.
<p>You accidentally spilled something or made a mess. What should you do?</p> <ol style="list-style-type: none">1. Ask for help from the leader.2. Blame it on someone else.3. Try to hide it.4. Clean it up.	<p>You accidentally hurt yourself. What should you do?</p> <ol style="list-style-type: none">1. Call out for help.2. Explain to the leader what hurts and what happened.3. Try to cover it up or pretend it doesn't hurt.4. Scream hysterically.