

Communications Curriculum



Skill Level **Beginner** **Module 1**





Aknowledgements

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Communications & Me

Time Needed
15 Mins

Materials
Pencil & Paper

Learner Outcomes

Become aware of own communication preferences. Introduce verbal/non-verbal messages and active listening.

Education Standard(s)

Common Core Standards. Speaking & Listening K-5. Report on an experience in an organized manner. Use different presentation forms when appropriate.

Success Indicator

Describes various modes of communication. Creating a communication web

Life Skill(s)

Communicating with others; communicates appropriate verbal and non-verbal messages

Lead-in Question(s) or Statement

How many different modes of communication have you used today? What ways do people react based on the different ways you present information to them?

Introduction

The world of communication focuses on the sending and receiving of messages and information through writing, signals, or speech. Delivering a message so that the person listening understands the message as the speaker intended them to is an important part of communication. Often times, delivering this message involves using several different modes of communication at the same time. It is important to understand how to use these modes to communicate your message in the best way. These modes can be verbal and non-verbal. Gestures and facial expressions are examples of non-verbal communication, while words, notes, e-mails, or phone conversations are verbal modes of communication.

Although listening is very important, most people do not think of it as a communication skill. In reality, listening is a skill that is important to polish. The meaning of a message is an exchange of information between the sender and the receiver. Active listening helps achieve mutual understanding. To be an active listener, it is important to remember the following:

- Listen now, repeat later
- Express interest to listen
- Be present (don't think about other things when someone is talking)
- Use your whole body to listen
- Control emotions and distractions

Learn More

Club communication activity:

<http://4h.uwex.edu/pubs/showdoc.cfm?documentid=4051>

Experience / What to Do

Have the youth think of an exciting experience they have had recently that they would want to share with others.

Did You Know?



On average, a person has to hear something seven times before it is comprehended.

“Silence is what keeps you from saying more than you need to – and makes the other person want to say more than he means to.” – Mark McCormack

Glossary Words

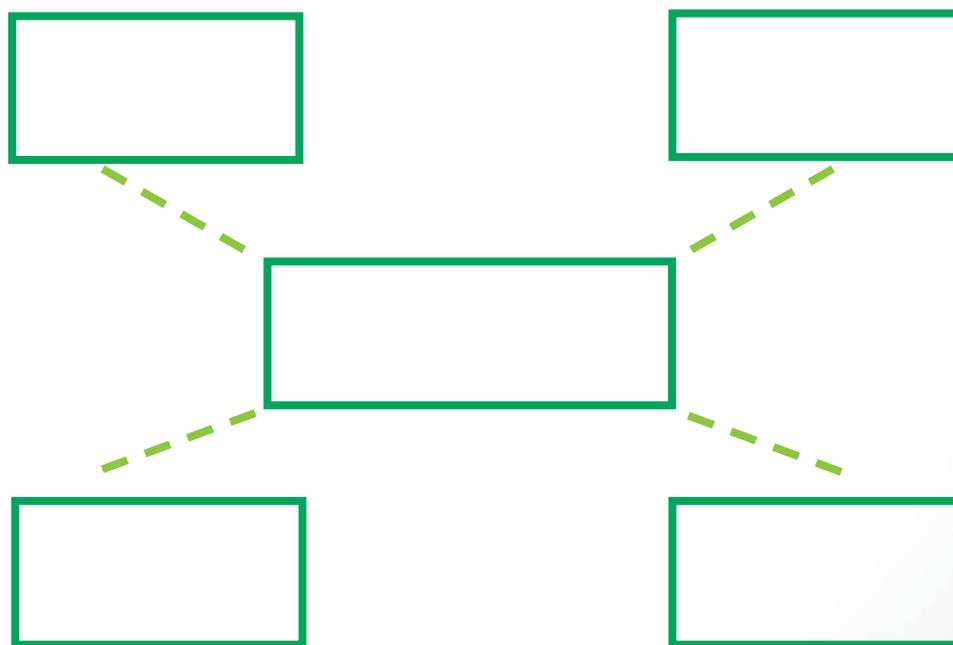
Active listening,
Communication modes

Related Activities

First Impressions
Eye on Sports
Time Travels

Have them brainstorm how they can share their experience with at least five people in five different ways. Examples you can share with youth who are struggling to find ways might include making a video, telling a story, creating a slideshow, or writing a poem.

1. Give each student a piece of paper and writing utensil.
2. Have them draw a picture or paste a picture that represents the experience in the middle of the paper.



3. Branching off the center circle, have each youth come up with different modes of communication they can use to share their experience. Have them come up with as many modes as possible and represent them with pictures or text.

4. Finally, have the youth partner up and share the experience with one another using one of the modes they identified. Have them share their experience with at least three different people using different modes of communication.



Talk It Over...

Share. . .

What communication modes did you identify?
Which modes did you use to communicate your message to someone else?
Which mode of communication was your favorite?
What made certain types of communication easier than other types?

Reflect. . .

What surprised you about the outcome?
Why is it important to have different forms of communication for specific situations?
Was there a mode of communication that the listener reacted to more than others?

Generalize. . .

What can you improve about the way you communicate in different ways?
How can these improvements make you a more effective communicator?



Apply. . .

How have you used the different modes of communication in recent experiences?
What types of situations require specific modes of communication?

References

Activity adapted by Amy Peyton, Iowa 4-H Intern
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity "Communications and Me" In Picking Up The Pieces: Communication Activities for Youth produced by
The National 4-H Cooperative Curriculum System, Inc. (2005)



Follow My Lead

Time Needed
30 min. Depending on
size of group

What happens when you are following or giving directions if the directions are not clear?

What would be the results of giving directions to someone who isn't listening?

Materials List
Bread in plastic bags, jars of peanut butter, jars of jelly (or other type of sandwich makings), plastic knives, plates, hand sanitizer, paper towels

Introduction

The ability to give and interpret directions is an important part of everyday life. Many people have difficulty getting others to understand what they want them to do, while other people have difficulty understanding what they are supposed to do. Clear directions require clear communication. Tips for improving clarity in directions include:

- Establish a starting point and move in a step by step process to your final outcome.
- Phrase the action to be done clearly and simply. The more specific your words, the clearer the directions will be to the receiver.
- Evaluate your outcome and improve the directions if necessary. The success of your outcomes will depend in large part on the method and clarity of your instructions. In this activity, participants will learn to give clear directions through teamwork. Working with partners, participants will understand the importance of not only giving directions but also following directions correctly

Learner Outcomes

Learner Outcomes
Sending and receiving messages. Listening carefully and giving and understanding clear directions

Education Standard(s)

Common Core Standard.
Speaking & Listening K-5.
Evaluate & apply information presented orally.

Success Indicator

Teams are able to use directions to make a sandwich successfully or give accurate directions to a common location.

Life Skill(s)

Communicating with others, understanding directions

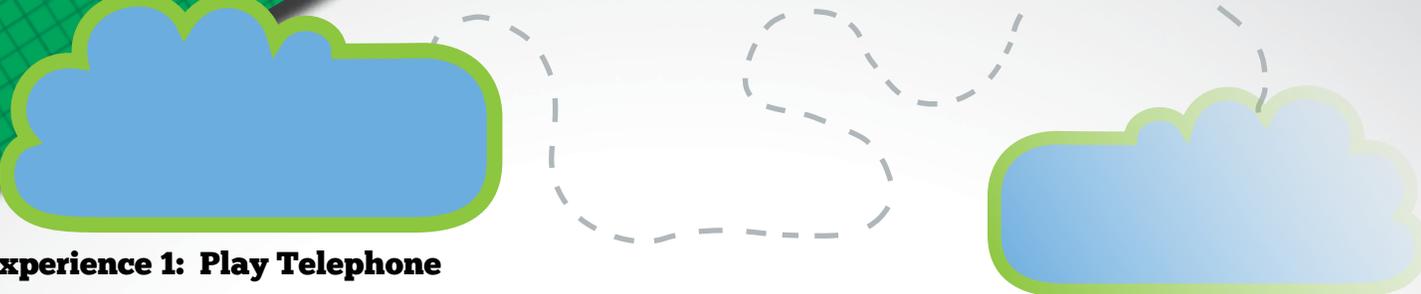
Learn More

Online Listening Activities

http://www.exploratorium.edu/listen/online_activities.php

Communication Skills for You and Your Family

<http://ag.udel.edu/extension/fam/FM/issue/communicationskills.htm>



Experience 1: Play Telephone

1. It is important to be able to give specific directions, but keep things simple. Have youth split into teams of 4-5 and play telephone with directions to a specific location. The purpose is that the last person can get to the correct location. Note: Members in the middle can add clarifications if need be, but let them figure this out on their own.
2. Have the first person think of a place everyone will know. The first person gives directions to the place to the second person, and it is passed down the line. Ask the last person in the group if they can guess where the location is.
3. Try this activity one more time using a new location.

Experience 2: Try to Make a Sandwich

1. Split groups into teams of two. Encourage youth to pair up with someone they do not know well.
2. Give one member the supplies to make a peanut butter and jelly sandwich.

*Safety concern: Some youth may have allergies to peanuts. If this is the case, use other types of sandwich making, such as meat, cheese, lettuce, and bread.
3. Make sure the partners are back to back or cannot see each other, but that teams are far enough apart that they will not hear other teams' directions. The team member without the supplies will explain how to make a sandwich. The key is that the teams follow directions exactly without talking and asking questions.
4. Have team members switch roles if time allows, but this time allow the partner following directions to talk and ask questions.

Extended Activity

Have youth do the first Sandwich experience again, but this time in writing. Have one partner write out the steps to make the sandwich. Then have the second partner follow the directions by reading them. They cannot talk or ask questions. Ask the same questions relating to the writing directions as you did for the verbal activity

References

Activity adapted by Amy Peyton, Iowa 4-H Intern
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity "Communications and Me" In Picking Up The Pieces: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)

Did You Know?



Americans eat enough peanut butter in a year to make more than 10 billion peanut butter and jelly sandwiches. Source- National Peanut Board

Glossary Words

Clarity, specific

Related Activities

**Now Hear This!
Between You and Me
Who's Listening**

Talk It Over...

Share. . . .

In the first activity, what were the directions the last person received?
What were the directions the first person said?

For the second activity, what happened? As the sender how clear were your directions? As the message receiver, how clear do you think the directions were?

Reflect. . .

What went wrong or right in these activities?
What made it easier for the second person making the sandwich?
Ask specific sandwich-making pairs to explain the directions they used and share the reasons they were (or were not) followed in a specific direction.
What did you do differently on the second round of telephone?

Generalize. . . .

What changes in giving and receiving messages would you make if you did these activities again?
How do these activities apply to all giving and understanding directions?
How would being able to ask questions make the activities easier?
Share how the skill of listening is important to your life.

Apply. . .

Describe a situation where not giving detailed directions could cause problems.
Explain a time when you have needed more specific instructions.

How did you handle that situation?
How might you handle a similar situation in the future (then versus now)?
How would more directions change the outcome?
How can you make sure you are being an effective sender and/or an effective receiver of a message?



Jumping In

Time Needed
30 min.

Materials List
paper, writing utensils

How do you communicate with others?

What other cultures have you observed?

What types of assumptions do you think are made about the way other cultures communicate?

Introduction

Differences in the way people communicate can be influenced by many things including geography, education and religion. Different cultures demonstrate how to communicate in a way not familiar to everyone. The more you know about styles of communication, the easier it will be for you to communicate with many different people.

First, think about what part of the world you grew up in and when you first began to communicate. Did you use your voice or hand signals? What language(s) did you speak in? Did you shake hands, wave or hug?

The first step in being able to communicate with anyone is to first understand how their cultural background may affect the way they communicate.

The emphasis of this activity is about how a person's culture affects communication. We all need to learn more about each other to become better communicators. Respect of one another should always be a priority.

Learner Outcomes

Understand own and others communication mode preferences from various cultures

Education Standard(s)

Common Core Standard. Speaking & Listening K-5. Prepare for & participate effectively in a range of conversations & collaborations with diverse partners, building on others' ideas & expressing their own ideas clearly.

Success Indicator

Communicates message to an audience accurately

Life Skill(s)

Communication, cultural understanding

Learn More

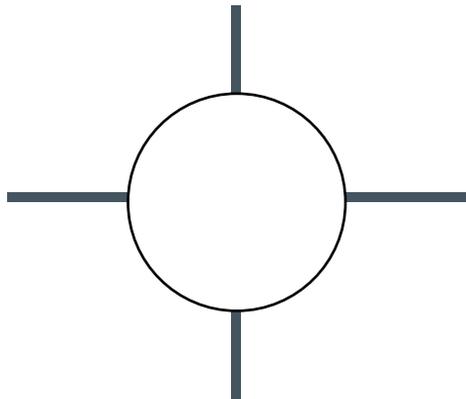
Being culturally aware and understanding where you can use your knowledge is very important. This website has some games to help you learn about others. Try playing today or at your next meeting!
<http://www.youthgroupgames.co.uk/cultural-games.html>



Experience / What To Do

1. Give youth the following directions to create a personal graphic organizer to learn more about their own backgrounds.
 - a. Draw a circle
 - b. Draw a line straight out of the top, bottom and both sides
 - c. Write your name in the circle or draw a picture of yourself.
 - d. Place a label in each of the four sections,(the area between two of the lines). Possible labels may be nationality, family, culture/traditions, language(s).

An example of a graphic organizer might look like this:



Did You Know?



In 2042, it is projected that the Black and Latino population will collectively represent almost 40 percent of the entire United States population. (Diversitycentral.com)

Glossary Words

Nationality, culture

Related Activities

Crossing Cultures
Who's Who

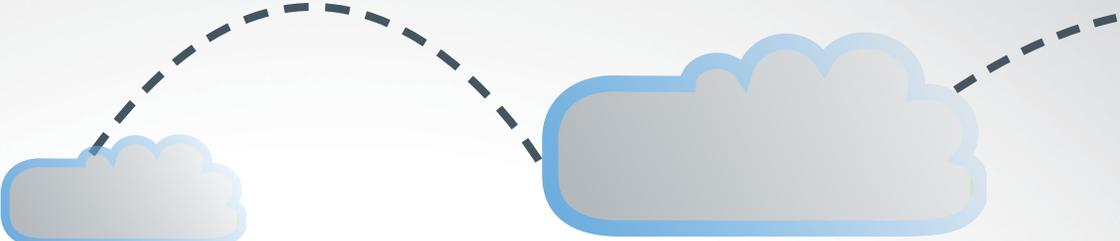
2. Instruct youth to fill in each section of the graphic organizer around the labels by writing or drawing descriptions of themselves.
3. Then, depending on your group size, split up the group to have members discuss what they learned about themselves and share a fact from their work.
4. Have youth talk about the things that they did not know about each other before.

References

Activity adapted by Amy Peyton, Iowa 4-H Intern

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist

From the activity "Communications and Me" In Picking Up The Pieces: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)



Talk It Over...

Share. . . .

In the first activity, what were the directions the last person received?
What were the directions the first person said?

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Ask specific sandwich-making pairs to explain the directions they used and share the reasons they were (or were not) followed in a specific direction.
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Generalize. . . .

What changes in giving and receiving messages would you make if you did these activities again?
How do these activities apply to all giving and understanding directions?
How would being able to ask questions make the activities easier?
Share how the skill of listening is important to your life.

Apply. . .

Describe a situation where not giving detailed directions could cause problems.
Explain a time when you have needed more specific instructions.

How did you handle that situation?
How might you handle a similar situation in the future (then versus now)?
How would more directions change the outcome?
How can you make sure you are being an effective sender and/or an effective receiver of a message?





Don't Be Bullied

Materials List
paper, writing utensils

Did you know that being bullied can happen to anyone?
Are bullies a problem in your school?

Introduction

Bullying happens to the best of people. Silence is a bully's best friend. Victims are reluctant to speak up because they feel embarrassed or are fearful of more abuse by the bully. Bullies threaten weaker and often younger youth through name-calling, teasing, rumors and physical aggression. Bullies can be youth or adults.

The victims are usually picked on and embarrassed in front of their peers. Victims may experience anxiety, a drop in grades, loneliness and increased absence from school. Even bystanders who fail to get help are hurt emotionally. They conform to peer pressure around them, often feeling helpless. Bystanders feel guilty and bullies feel powerful. It is important to note that bullies often are victims of bullying as well, and have not found help or support.

Learner Outcomes

Identify and understand aggressive communication

Education Standard(s)

Common Core Standard. Speaking & Listening K-5. Report on a topic or recount an experience in an organized manner, using relevant, descriptive details to support main ideas.

Success Indicator

Conduct an interview and share with a group.

Life Skill(s)

Communicating with others – poses critical questions

Learn More

If you are interested in learning more about recognizing a bully and the signs of bullying visit the following website for helpful information.<http://www.stopbullying.gov/>



Experience / What to Do

In this activity, youth will have the opportunity to learn about the experiences of others who have been bullied before.

1. Have youth brainstorm four people of various ages that they would like to interview, in order to discover their experience being bullied or an experience they have witnessed as a bystander seeing someone else being bullied. Some suggested people could be teachers, school administrators or close adults that wouldn't have to tell details about the bullying incident but would be able to share their experiences with bullying.
2. Youth should then think of questions they would like to ask the people they are interviewing. Youth should ask each person at least 5 questions in order to understand more about their bullying experiences. If they youth are having trouble coming up with questions there are some example questions below.

Example questions:

What was the age of the victim and location of the incident?
How did the bully threaten you?

What did you do during the incident?
What did you do after the incident?

How did this experience make you feel or act differently?
How do you now feel you should have responded?

3. Youth should conduct their interviews on their own time and record the answers.
4. At the next meeting, youth should share what they learned from the interviews with the others in the group.

Did You Know?



Do you think Eleanor Roosevelt wanted to break the silence when she spoke these memorable words? "You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face... You must do the thing you think you cannot do."

Glossary Words

Anxiety, bully, bystander, victim

Related Activities

The Higher Choice
Temper Your Temper



References

Activity adapted by Rachel Norby, Iowa 4-H Intern

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist

From the activity "Bullied Before" In Picking Up The Pieces: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)

Talk It Over...

Share...

What did you learn about bullies from your interview?
What did you learn about bystanders involved in bullying?



Reflect...

What are the differences between a bully, a victim, and a bystander?
Describe an incident that you have had that involved a bully.

Generalize...

How is the skill of being able to identify bullying behavior important to you?
How important is it to seek help for the bully as well as the victim of bullying?

Apply...

How would you teach a younger child to deal with a bully?
How will you use what you have learned from the activity in the future to prevent bullying to yourself and those around you?





Time Needed
30 min.

Let's Write

Do you know how to write a letter to request something, thank someone, or express your opinion?

Introduction

There are many times when you will need to write a letter for one or more of these situations and it is important to understand how to write the letter correctly.

There are many different parts to a letter. Business letters differ from friendly letters in format. A business letter has five basic parts and except for the heading, all parts are flush on the left side of the page. A friendly letter uses indents for each paragraph in the body portion of the letter and further indents the closing and signature, and address and date to the right side of the page. Business letters will formally address the person who receives the letter. Friendly letters will be more informal.

1. Heading: date the letter was written
2. Inside Address: name and address of the company or person whom the letter is for
3. Salutation: the greeting, usually "Dear Mr. , Mrs., Ms. Or Miss"
4. Body: message including who, what, when, where and how of the letter
5. Closing and Signature: salutation, such as "Sincerely" or "With regards" followed by four spaces (where a hand written signature will be added) then the typed name of the sender below the blank lines

An important thing to remember in letters is to be clear and concise about the request. People read to find information so the letter must be relevant and all facts must be clear and concise. The tone of the letter can influence the response so information should be presented in a courteous and thoughtful manner to help assure positive results.

Materials List
Paper, writing utensils,
envelopes, stamps.
Optional: computer, word
processor, printer.

Learner Outcomes

Understands the difference between letter writing formats and choose appropriately.

Education Standard(s)

Core Curriculum Standard. Writing K-5. Produce clear and coherent writing appropriate to task, purpose, and audience.

Success Indicator

Selects and writes a letter using either a business or friendly letter format.

Life Skill(s)

Communicating with others,
Composing letters

Learn More

The use of e-mail has entered the business world and it can be appropriate in some situations to write a business letter via e-mail. This link explains some of the differences and things to keep in mind when writing a business e-mail versus a letter.
http://writing.colostate.edu/guides/documents/business_writing/business_email/



Experience / What to Do



1. After learning about the important parts of a business and friendly letters, have youth practice writing both types of letters. Youth can either hand write the letters using the following formats or use a letter generator developed by the International Reading Association at http://www.readwritethink.org/files/resources/interactives/letter_generator/

The business letters could be to request information about a product or service a business offers in the community, and the friendly letter thanking an adult for something. If you want to have some added fun have them write their letters to their parents or grandparents using both the business and friendly approach. At your next gathering ask youth which letter produced the best results.

| My Sample Business Letter | My Sample Friendly Letter |
|---|---|
| <p>Return Address Heading Inside Address</p> | <p>Return Address Heading Inside Address</p> |
| <p>Salutation Body Closing</p> | <p>Salutation Body</p> |
| <p>Signature Enclosure:</p> | <p>Signature</p> |

2. After youth have completed their letter, have them send it to the company. Once enough time has passed, ask the youth about the feedback they received from the company.



Did You Know?



Email letters are stored or archived by businesses for a very long time, so it is important to be careful about what you say and how you word your emails. Always be courteous.

Glossary Words

Heading, Inside Address, Salutation, Body, Closing and Signature, Feedback

Related Activities

**Seek to Connect
Bridging the Gap**

References

Activity adapted by Kourtney Determan and Amy Peyton, Iowa 4-H Interns
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity "Let's Write" In Picking Up The Pieces: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)

Talk It Over...

Share. . . .

What did you request in your letter?
What part of the letter was the hardest to write?



Reflect. . .

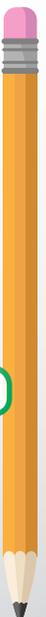
What did you learn about writing a business letter?
What did you do to make your request clear and concise to the company?

Generalize. . . .

What is important about being able to write a clear and accurate letter?

Apply. . .

When would you use a business letter?
What other kinds of purposeful letters could you write besides business letter requests?





Resource Detectives

Materials List
Computers, access to Internet,
Pens/Pencils, Paper

Introduction

Today the Internet makes finding information very easy. However, it can sometimes be hard to decide if the information is appropriate for your project or even truthful.

Don't share steps with students until after Step 2 of 'What to do'. Skip straight to step 1

These five questions are very important to consider when looking at a webpage for information.

1. Who wrote the page?

The URL, or website address can tell you a lot about who wrote the website, whether it was a government, organization, educational institution or just a personal page. Try to find if the author has any background in the subject of the website.

2. When was it written?

Check the website for a date for when it was written or most recently updated. If it was not recently updated, the information may no longer be current or accurate.

3. Are there any sources?

Most educational websites have sources at the bottom of the page for where they found the information. Giving credit to where you got the information is important, even for professionals.

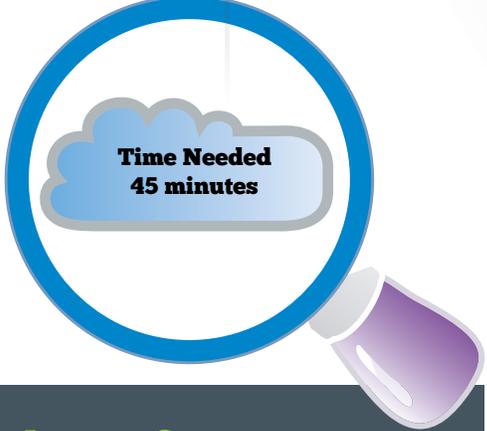
4. Are there other links?

Often, websites have links to other websites about similar topics. Checking these related websites can help to analyze the first website.

5. Does it all add up?

Does everything on the site make sense? If something seems off or one of the previous questions is not answered, the website might not be reliable for finding information.

How can you tell if a website contains reliable information?



Time Needed
45 minutes

Learner Outcomes

Choose good sources of information to use from the Internet

Education Standard(s)

Core Curriculum Standard. Reading K-5. Delineate & evaluate the argument & specific claims in a text, including the validity of the reasoning as well as the relevance & sufficiency of the evidence

Success Indicator

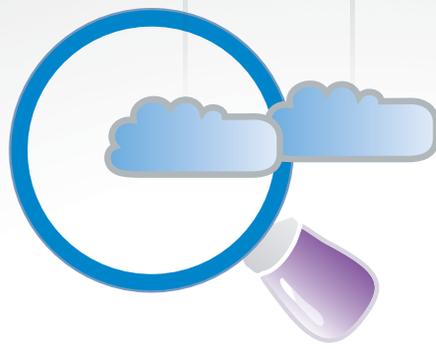
Use appropriate internet sources

Life Skill(s)

Communication, cultural understanding

Learn More

There are many more questions you can ask about information on the Internet. To find worksheets or more information visit the Library at University of California Berkeley <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>



Experience / What to Do

1. Depending on the size of the group, have youth go to each of the following websites and determine if these are good websites to use as resources.

- <http://www.dhmo.org/> - Dihydrogen Monoxide Research Division
- <http://zapatopi.net/treeoctopus/> - Save the Pacific Northwest Tree Octopus
- <http://burmesemountaindog.info/> - Burmese Mountain Dog
- http://www.akc.org/breeds/labrador_retriever/ - Labrador Retriever
- http://www.northantrim.com/carrick_a_rede.htm - Carrick A Rede
(All of these sites are hoax sites)

*Other ideas for hoax websites can be found at http://www.shsu.edu/~lis_mah/documents/TCEA/hoaxtable.html

2. After the youth have written down which websites they believe to be good websites, come back together as a group.

3. Read the introduction to the youth and start a discussion about what things to look for when evaluating a website to discover appropriate information.

4. Have youth pair together in teams and go back through the websites they visited. Have youth re-evaluate the websites based upon the information they just learned and once again report back to the group which websites they now believe are true/reliable.

5. Have youth use their new website detective skills to evaluate their own favorite webpages.

Did You Know?



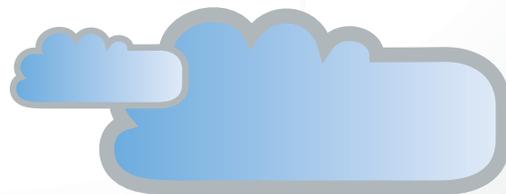
.org used to represent Non-profit organizations but is no longer tightly controlled. Source, University of California, Berkeley.

Glossary Words

Storyboard

Related Activities

Seek and Find Quotes



References

Activity created by Kourtney Determan and Amy Peyton, Iowa 4-H Interns

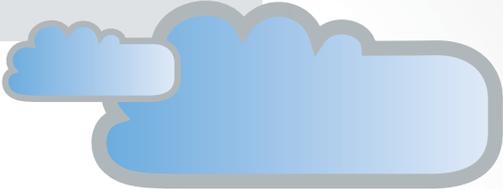
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist



Talk It Over...

Share. . . .

What did you think about some of the hoax webpages?
Which websites did you change your mind about after learning how to find reliable Internet sources?



Reflect. . .

What caused you to change your mind about certain websites?
What websites will you stop using and why?

Generalize. . . .

When may you need to evaluate websites other than for research on speeches or papers?
How are the guidelines for good websites similar to guidelines for good resource books?

Apply. . .

How could these good website guidelines relate to all websites, not just research?
How can you educate others on the guidelines for good websites or internet resources?





Who's Who?



Think about a time when you had a conversation with someone you had just met. Who started the conversation and how did they start it?

Time Needed
30 min.

Introduction

Is it difficult for you to decide how to introduce another person in different situations? Certain situations require different types of introductions, here are a few examples of face to face introductions:

Materials List
Optional: Computers
to research other cultures.

In any situation: Always introduce women and the oldest people first. Men are generally introduced to women and younger people are introduced to older people. Families are generally introduced as a group to another person. After everyone is introduced then engage in small talk. Small talk is asking a few questions about the other person and listening actively to find out more about them. This is the first step in developing connections and possible friendships. Remember the more you let them talk the more you find out and the important you make them feel.

Informal introduction: Used when introducing a friend to another friend or relative, or at a casual gathering. The rules of who to introduce to whom still apply, but the greetings might be a pat on the back, a wave to say hello, etc.

Formal introduction- these types of introductions should include background information, awards and achievements received, a personal reflection on meeting or hearing about this person and any other information to help the audience relate to the speaker.

Business situation- This is usually also considered to be a formal situation. People of lesser authority should be introduced to people of greater authority.

Greetings- Americans usually shake hands when meeting formally (and often informally). A good hand shake should be firm and confident and done with your right hand. People from other countries or cultures may use different ways to greet each other.

Learner Outcomes

Understand how to make introductions (formal and Informal)

Education Standard(s)

Common Core Standard.
Speaking & Listening K-5.
Adapt speech to a variety of contexts & communicative tasks.

Success Indicator

Make introductions to each other and change the introduction for various audiences and cultures.

Life Skill(s)

Introducing others.

Learn More

Tips for Introducing a Speaker

<http://www.toastmasters.org/MainMenuCategories/FreeResources/NeedHelpGivingaSpeech/BusinessPresentations/IntroducingaSpeaker.aspx>



Experience / What to Do

Experience 1: Let's meet. Have youth introduce each other in an informal situation.

1. Partner youth up in groups of two or three. Have youth introduce themselves to one another after 2-3 minutes call out "switch" so each partner has a turn. During this discussion have each person learn one similarity and one difference they have with each other.
2. Next, ask group members to introduce another member of the group to everyone; being sure no one is introducing themselves. During their introductions have each person share a similarity or difference they learned about the other person.

Experience 2: Have youth role play different introductions in a formal situation. If not already, place youth in groups of three. Give them a specific situation where they have to introduce others in their group. Vary the type of situations such as introducing others to your parents, your school principal or a group of people before a presentation at the county fair. It will be helpful again to call out "switch" after 2-3 minutes to give each partner the opportunity to play both roles.

Experience 3: Greetings in other cultures.

1. Have youth research how people of different cultures would introduce each other. Investigate what types of actions would be unacceptable in other cultures.
2. Have youth share and demonstrate with the group the types of greetings and cultures they were able to learn about.



References

Activity adapted by: Rachael Emig and Rachel Norby, Iowa 4-H Youth Development Interns;
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist

Did You Know?



An "elevator speech" is used to quickly introduce yourself to someone you just met. Examples of things to include in your elevator speech: - Name, hometown, educational background, hobbies, goals, other personal information. Your goal should be to perform your elevator speech in 60 seconds or less. What are situations where using an elevator speech may come in handy?

Glossary Words

Caring Correspondence
Face Up to Social Media

Related Activities

The Higher Choice
Temper Your Temper

Virtual

It is important to understand when to limit the amount of personal information given out in a social media or online setting. Never share:

- Your address
- Your phone number
- Your plans or daily routine



Talk It Over...

Share...

What did you learn about bullies from your interview?
What did you learn about bystanders involved in bullying?



Reflect...

What are the differences between a bully, a victim, and a bystander?
Describe an incident that you have had that involved a bully.



Generalize...

How is the skill of being able to identify bullying behavior important to you?
How important is it to seek help for the bully as well as the victim of bullying?

Apply...

How would you teach a younger child to deal with a bully?
How will you use what you have learned from the activity in the future to prevent bullying to yourself and those around you?



HEAD
HEART
HANDS
HEALTH



Time Needed
30-45 minutes

Compose Your Song



Music can change your mood. It can help energize you, improve your mood, and increase your capability to learn.

Introduction

Song writers are able to communicate their ideas and tell a story through their songs. Choosing something that is important to the writer is a good starting place when writing a song.

Materials List
Pencil, paper, music, props

3 elements of a song to impress a listener

- Interesting Lyrics- Something to draw the listener in and might be able to personally relate to.
- Catchy- A song must please the ear of the listener rather than just reading it like a poem.
- Good sound structure – rhythm of the song is enjoyable and the pace is not too fast or slow depending on the style.

There are three parts to a song. The stanza is similar to a paragraph in a book. One or two stanzas making up a verse gives the details of the song. The rhyme normally comes at the end of a line and creates the patterns of the song. The rhymes should match the other verses in a song. The third part is the chorus, which is a section of lines that is normally the catchiest part of the song and it often contains the title.

An easy example is taking the words to a familiar nursery rhyme such as Row Your Boat and rewriting it. An example is below.

Be, be, Be a friend
All across the land
It's always good
To have a friend

Learner Outcomes

Communicate using verbal and written messages.

Education Standard(s)

Core Curriculum Standard. Writing K-5. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience.

Success Indicator

Composes a rap

Life Skill(s)

Working with others

Learn More

This site teaches you the basics about music, allows you to compose a song, and has many more fun activities. <http://www.sfskids.org/templates/home.asp?pageid=1>



Experience / What to Do

Step 1

Like the example in the introduction, give youth a simple nursery rhyme and have them change the words to make a new song. This should only take 5-10 minutes.

Step 2

Youth will work in pairs or small groups, chosen by the facilitator or by themselves. Explain that they will be creating their own rap song about a topic. The adult can choose the topic or it can be open for the youth to decide.

*If youth have a problem deciding, a list of ideas written ahead of time could be drawn out of a pile.

Rap music: rhyming lyrics that are chanted to a musical accompaniment. (thefreedictionary.com)

Step 3

Youth will have 10-15 minutes to come up with a rap that incorporates the three parts of the song discussed in the introduction. When the time is up they will present their rap song to the rest of the group.

Tips for making this a success:

*Most importantly, MAKE IT FUN! Having props and small costume pieces such as sun glasses, bandanas, etc. can really improve the creativity of the group.

*Background music is also very important. Something without words that has a good beat to it will help them create their song and makes it easier for them to perform.

*Have a shy group? Show them how it is done by first performing a rap you put together.

Did You Know?



Writing a song or rhyme helps you retain information. Use this for school or other activities when learning new information.

Glossary Words

Stanza, rhyme, chorus, rap

Related Activities

Extra! Extra!
Best Foot Forward



References

Activity adapted by: Sara Goemaat, Iowa 4-H Youth Development Intern;

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist

From the activity "Compose Your Song" In Picking Up The Pieces: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)

Talk It Over...



Share...

What about this activity was challenging?
How did you decide what words to use in your rap?
What was your favorite part of this activity?

Reflect...

What did you learn about delivering a message through this activity?
How did working with others help you complete this activity?

Generalize...

How could you use this to share your feelings with others?
What is another reason you might write a song/rap?

Apply...

How could you use your knowledge of composing a song to help you in school?
What is another way you could communicate a message to people?



NATIONAL 4-H YOUTH CONFERENCE CENTER

CITIZENSHIP
WASHINGTON
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Illustrated Talks

Time Needed
30-45 minutes plus
time at next meeting to present

Materials List
Paper, pencils, computer and
internet access (optional)

Have you ever watched someone give a presentation?
What types of visual aids did they use?

Introduction

Presenting what you have learned is a great way to improve your communication skills. Illustrated talks are presentations that include visual aids that help an audience better understand a subject.

When putting together a presentation, creating an outline is a very important step. It allows you to organize your thoughts and make sure all necessary information is included.

*If youth need help on how to develop an outline see the activity "Do-Able Demo"

There are certain parts of a presentation that work best for the use of visual aids. Parts where visual aids may be helpful include:

- Statistics (using graphs, charts etc.)
- Descriptions and examples
- Results and evidence
- Share the steps of a process

Learner Outcomes

Understanding the process of preparing an illustrated talk

Education Standard(s)

Core Curriculum Standard. Writing K-5. Develop & strengthen writing by planning, revising, editing, or trying a new approach.

Success Indicator

Develops and presents an illustrated talk (integrates electronic and visual)

Life Skill(s)

Communicating with others – poses critical questions

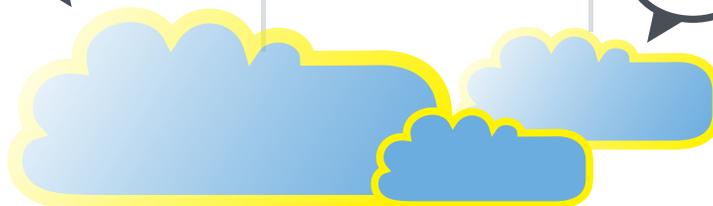
Learn More

If you choose to accessorize a presentation with a poster board, this website has some tips for creating an effective visual aid: <http://aces.nmsu.edu/4h/documents/making204-h20posters.pdf>
New Mexico State University



Experience / What to Do

1. Have youth think about a topic they would like to present. This could be something new they want to explore or a topic they already know about and want to look into further.
2. Create a plan! Youth should decide the amount of information and the amount of time it will take to present the information.
3. Youth should then assemble the introduction, body and summary for their presentation. *TIP: start with the body then go back to the introduction to make sure you introduce all of the things you will discuss.
4. After youth have gone through the work and organization of creating a presentation, think about the places that would be best suited to include a visual aid.
5. Next, youth should create their visual aids. This can be done outside of meeting time. Encourage the usage of traditional aids (posters) as well as electronic methods. A few electronic examples are:
 - a. PowerPoint
 - b. Video
 - c. Photo slideshow
6. Have youth present at the next meeting and explain why they chose the visual aids they used.



Did You Know?



The use of visual aids makes your presentation more entertaining and allows you to stretch your creativity.

Glossary Words

Illustrated talks,
visual aids

Related Activities

Speeching Up
Communications
accessorizing
Do-Able Demo
Step Up to the Plate

References

Activity adapted by: Sara Goemaat and Rachael Emig, Iowa 4-H Youth Development Interns;
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist

From the activity "Illustrated Talks" in Picking Up The Pieces: Communications Activities for Youth produced by the National 4-H Cooperative Curriculum System, Inc. (2005)

Talk It Over...

Share...

What new information did you learn about your topic?
What challenged you as you presented your illustrated talk?

Reflect...

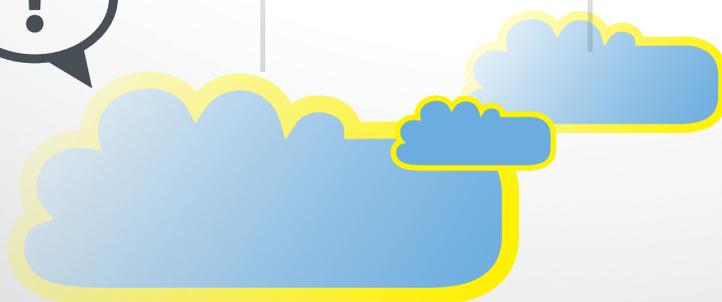
What new skills did you learn as a result of completing this activity?
What did you learn about communicating information with others?

Generalize...

How do illustrations improve audience understanding of your talks?
How will the skills you developed help you improve your writing, speeches, demonstrations, posters, etc.?

Apply...

How can the choice of visual aid in a presentation/talk impact the message communicated positively or negatively?
How do you plan on using visual aids in the future?





Time Needed
1-2 hours depending on
research time needed

Do-able Demo

Materials List
Pen, paper, poster board,
tri-boards



Have you ever tried to show someone how to do something that involved several steps? Is there something that excites you and you would like to share with others?

Introduction

Many people learn how to do something after they see it being done and described. A demonstration is a presentation or speech that shares detailed steps of a process. How is a demonstration different than a speech or presentation?

As you prepare what to say and do in a demonstration, give careful attention to the following aspects.

1. Title: Get the audience's attention and peak their curiosity through the title.
2. Introduction: Gain attention by clearly explaining what is going to be demonstrated and why the topic was chosen.
3. Body: Narrow down the information to the main points that need to be understood. Organize and explain the steps in a logical order for an effective demonstration.
4. Conclusion/Summary: Repeat the main points that the audience should remember. Include ways that the topic can be used by the audience later.
5. Visuals and Props. Anything that the audience can view to better understand information being presented (posters, word models, tri-boards, charts, diagrams or props)

Learner Outcomes

Identify and understand aggressive communication

Education Standard(s)

Common Core Standard. Speaking & Listening K-5. Report on a topic or recount an experience in an organized manner, using relevant, descriptive details to support main ideas.

Success Indicator

Outlines a demonstration

Life Skill(s)

Communicating with others – presenting information

Learn More

Are you having trouble finding a topic? Here are some ideas to get you thinking, <http://zimmer.csufresno.edu/~lcarvalho/howtoideas.htm>

Demonstrations are great to give as presentations for your 4-H club or as a working demonstration at your county fair. Take what you have learned to the next level!



Experience / What to Do

Step 1:

1. Youth should select a topic by brainstorming things they do well or topics they would like to learn more about.
2. Youth should narrow down their topics to one choice and discuss their topic idea with a partner.

Step 2:

1. After they have chosen a topic, youth should research and start to prepare an outline using the example below.

Title _____

Introduction _____

Body _____

Conclusion/Summary _____

2. Next youth should think of visuals and props that will help the audience understand the information.
3. Have youth look over the presentation and make any changes they think necessary before they present their demonstration.
4. Now that youth have successfully thought of an idea and created an outline for an informative demonstration, it is suggested they move onto Prepare, Present, Critique; an activity to help youth learn about the art of presenting information to others.

References

Activity adapted by: Rachael Emig and Rachel Norby, Iowa 4-H Youth Development Interns;
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist

Did You Know?



Presentations are important ways to communicate, persuade and inform. An illustrated talk teaches the audience through telling and including visuals. A speech is a formal way to tell facts, ideas and give information. A demonstration shows how to do something with an end product resulting.

Glossary Words

Demonstration

Related Activities

Prepare, Present, Critique
Communication
Accessorizing





Talk It Over...

Share. . . .

How did you select your topic?

Where did you obtain information for your demonstration?

Reflect. . .

How did preparing an outline help you organize your demonstration?

In what ways do you feel prepared to deliver your demonstration to a group?

What other things could you do to make sure your demonstration captures the interest and keeps the attention of your audience?



Generalize. . . .

What did you learn about yourself through this activity?

In what other parts of your life have you used a similar process?



Apply. . .

How would you teach a younger child to deal with a bully?

How will you use what you have learned from the activity in the future to prevent bullying to yourself and those around you?



I pledge my head to clearer thinking,

My heart to greater loyalty,

My hands to larger service, and

My health to better living,

For my club, my community, my country and my world.

Communications Curriculum

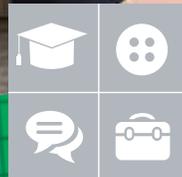


PEER REVIEWED

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Skill Level Intermediate **Module 2**



Aknowledgements

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Between You and Me

Time Needed
30-45 minutes depending
on size of group

How does it make you feel when you get your feelings hurt during a disagreement or an argument?

Materials List
Paper and pencils

Introduction

Conflict happens among family and friends all the time. If you have watched television, read a story or watched a movie, you have probably noticed that people experience conflict. Understanding conflict helps you to create reasonable solutions to your problems.

There are many ways that people solve conflict. Not all are right for every situation, but the following conflict resolutions methods are helpful when working out disagreements.

Communicate:

Talking it out and explaining the situation might help to solve misunderstandings.

Negotiate:

When working out a conflict, you might want to follow a set of steps to solve the problem. These steps are based on understanding what the issues are, maintaining fairness, and compromising.

Mediate:

Sometimes people want to work out a problem but have trouble coming to an appropriate solution. They might ask someone to help them, known as a mediator. A mediator helps those involved define their problem, develop resolutions, and choose a workable solution to solve the problem.

Arbitrate:

When people need help mediating or working out a problem, they can use an arbitrator whose job is to decide how to resolve the conflict. Arbitrators listen to each person's side, interview each person separately, and interview other people about the problem as well. They do their homework to make a fair decision.

Learner Outcomes

Understand conflict resolution.

Education Standard(s)

Common Core Standard. Speaking & Listening 6-12. Participate effectively in a range of conversations & collaborations with partners, building on others' ideas & expressing their own.

Success Indicator

Communicating with others; actively participates in discussion

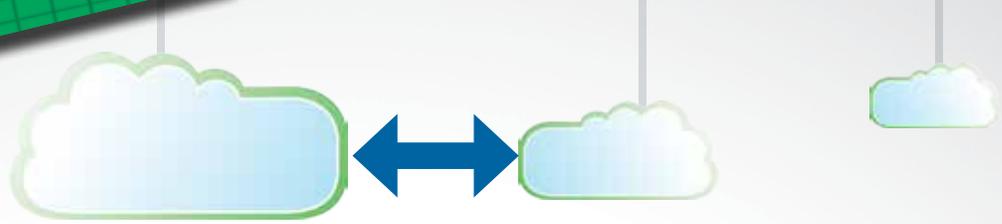
Life Skill(s)

Communicating with others – presenting information

Learn More

Conflict Resolution Lesson Plan

<http://www.teachervision.fen.com/interpersonal-skills/lesson-plan/2989.html>



Experience / What to Do

Experience 1:

1. Ask youth to create a list of conflicts or disagreements creating a list of responses on paper. Now ask youth to choose one of those and brainstorm ideas as to what two people would need to do in order to resolve the conflict or disagreement. Post these responses for the entire group.
2. Have youth split into four groups and provide each group with a conflict term slip (found on the next page). Ask them to match up the conflict resolution term with the way they might solve the conflict from the generated list created above in number one. Have youth share what terms matched and what terms were missing.

Experience 2:

1. Have youth choose one of the conflicts they identified in Experience 1 and role play the conflict coming to a solution for the entire group. Each group should participate and all members should have a part in the role play.
2. After the role play, the groups that are not acting should name the method of conflict resolution that was used.

Extended Activity:

Sometimes resolving conflicts can take a little more than communication, negotiation, mediation or arbitration. People might need to seek the ruling of a judge for a solution as to who is right or wrong, known as litigation. Some conflicts may cause the creation of a rule or law, known as legislation

Some schools and communities have started youth courts to help resolve conflicts among youth. For more information about youth courts visit <http://www.youthcourt.net/>

If this is a need in your community, how would you go about implementing a youth court?

What are some pros and cons of starting a youth court?

References

Activity adapted by: Rachel Norby, Iowa 4-H Intern
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity "Between You and Me" In Putting It Together: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc (2005)

Did You Know?



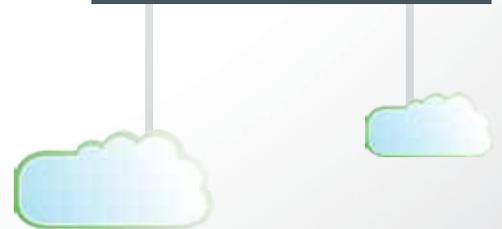
An old proverb says, "When something is to be divided between two people, one person should make the cut and the other person should choose first."

Glossary Words

Conflict, Resolution, Negotiate, Mediate, Arbitrate, Litigation, Legislation

Related Activities

Follow My Lead
Now Hear This!
Who's Listening





Talk It Over...

Share. . .

What are some decisions you had to make in this activity?
What was the most difficult part of this activity?

Reflect. . .

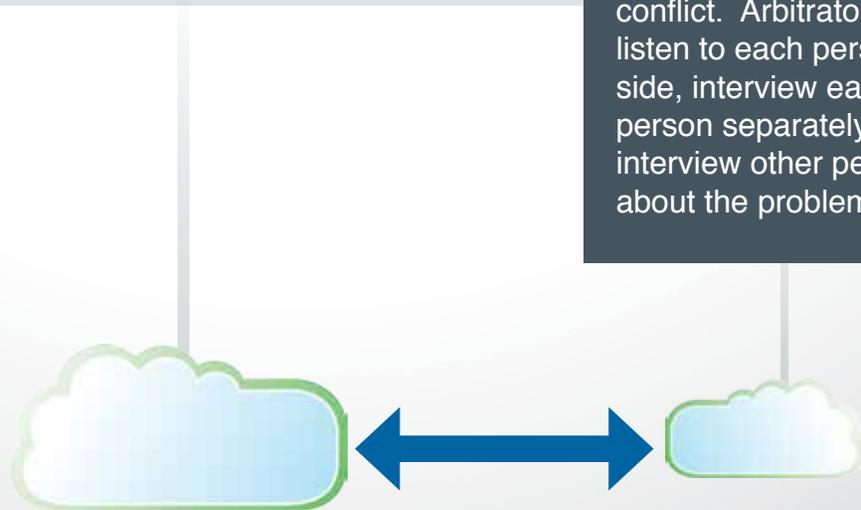
In what ways is it important to be able to resolve conflicts?
What happens when you don't have enough information to make a good decision?
How did you go about resolving conflict in this activity?

Generalize. . .

What did you learn about yourself through this activity?
In what other parts of your life have you used a similar process?

Apply. . .

How will you be able to use this new knowledge at home, school or within your club?
What would you do differently the next time you are involved in an argument or other kind of conflict?



Communicate:

Talking it out and explaining the situation might help to solve misunderstandings.

Negotiate:

Following a set of steps to solve the problem. These steps are based on understanding what the issues are, maintaining fairness, & compromising.

Mediate:

Sometimes people have trouble coming to an appropriate solution. A mediator helps those involved define their problem, develop resolutions, & choose a workable solution to solve the problem.

Arbitrate:

Their job is to decide how to resolve the conflict. Arbitrators listen to each person's side, interview each person separately, and interview other people about the problem.



Time Needed
15 minutes

Now Hear This!

Material List
Paper, pencils, various
sentences on strips
of paper

Have you ever misunderstood a message because of the way it was said?

Introduction

The saying, “It’s not what you say, but how you say it”, really holds true when communicating a message to others. In this activity, youth will see how the way something is spoken can change its meaning or suggest something entirely different. They will practice using emphasis on words to change the meaning of sentences.

Punctuation at the end of a sentence drives the way the message is delivered even before you begin to think about emphasis on words. Often overlooked but important for emphasis is the comma, the mark that says “take a breath, pause, and wait for a moment”. Effective speechmakers use the power of the comma to their advantage when they leave the listener hanging on the hope of the next word. Civil rights activist, Martin Luther King, Jr., captivated his audiences by using the power of “wait”. In one of the Dr. King’s most important speeches, “I Have a Dream...” this technique is used throughout to leave a lasting impression, one that has lasted 40 years!

Learner Outcomes

Understand that how you say something communicates a message

Education Standard(s)

Common Core Standard. Speaking & Listening 6-12. Participate effectively in a range of conversations & collaborations with partners, building on others’ ideas & expressing their own.

Success Indicator

Communicating with others; actively participates in discussion

Life Skill(s)

Communicating with others – presenting information

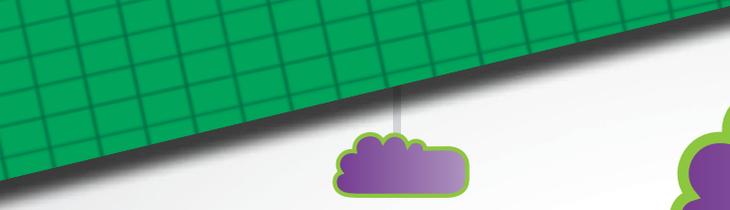
Learn More

tips for adding emphasis to your speech

<http://www.publicspeakinginternational.com/public-speaking-tips-voice/>

Viewing examples of experienced speakers can help you learn about verbal emphasis.

www.ted.com Have the youth choose a favorite book or poem and copy four to six lines from a passage. Then, have them go back through the passage and mark words they will emphasize to bring the work to life. Have each youth read their sentences to a partner, using the emphasis they marked.



Experience / What to Do

Experience 1:

1. Create sentences that can have multiple meanings based on the emphasis and write/type them on strips of paper so that each youth has at least one.

Examples include:

Come over here!

Where did you get those books?

I finished the work myself.

2. Have each youth pick one sentence. Have them come up with at least two ways to say the sentence so that it has a different meaning. Instruct youth to emphasize a different word in the sentence each time. Give each youth a chance to share with the rest of the group and make sure they emphasize the sentences differently.

Experience 2:

1. Give each youth a piece of paper and a pen or pencil. Have them create their own sentence that can be emphasized differently. Have them write the sentence multiple times, circling the word that should have the most emphasis for each meaning of the sentence.
2. Have the youth partner up and trade sentences. Then, go around the group and have the partners read the others' sentences with varying emphasis.
3. Ask the youth who wrote the sentence to share how they think the meaning changes each time after their partner has read them to the group.



Did You Know?

Scientists believe that humans began “speaking” by imitating the sounds in their environment such as growling, chirping, barking, and even the sound of crashing thunder. Today there are more than three thousand languages spoken all over the world.

Glossary Words

Infer, Activist, Intonation, Punctuation, Emphasis

Related Activities

Follow My Lead
Between You and Me
Caring Correspondence



References

This activity is adapted by: Kourtney Determan and Amy Peyton, Iowa 4-H Interns
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity “Now Hear This” in Picking Up The Pieces: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum Systems, Inc. (2005)



Talk It Over...

Share...

How did the meaning of each statement change when it was read differently? What did you find to be difficult about creating a statement that could have more than one meaning?

Reflect...

How difficult was it to decide where to place the emphasis when you did not know the true meaning of the sentence?
When would you want to change the emphasis?
How does this help you communicate a stronger message?

Generalize...

How can your intonation and emphasis on certain words directly influence the message?
How important is it to indicate where the emphasis should be placed when you had someone else read your sentence?

Apply...

How will you be able to use this new knowledge at home, school or within your club?
What would you do differently the next time you are involved in an argument or other kind of conflict?





Crossing Cultures

Materials List
Paper, pen

What experience do you have with other cultures?
Do you have friends or peers that come from different cultures than your own?

Time Needed
30 minutes as group plus
outside meeting time to
contact people.

Introduction

Youth may have already completed the Jumping In activity to learn more about their personal cultural background. That activity should have helped youth relate to others by learning more about themselves.

In this activity, youth will learn more in-depth information about different cultures. Culture is defined as the behaviors and beliefs characteristic of specific social, ethnic, or age group. Knowing more about other cultures is an important part of being able to communicate in today's diverse society.

Communication can differ between cultures in a number of ways such as greetings, body language and styles of speech. Different cultures may also give more authority to a specific person over another person.

Some examples of greetings in different parts of the world are:

| | |
|---------------|--|
| Asia | Bow, little eye contact |
| North America | Hand shake, hug |
| South America | Kiss on one cheek |
| Europe | Kiss on each cheek (in some countries more than once) Greece: Back slaps |
| Africa | Various ways such as in Zambia by gently squeezing thumbs. |

Learner Outcomes

Understand that there are different cultural rules and the importance of communicating with people different than you.

Education Standard(s)

Core Curriculum Standard. Speaking & Listening 6-12. Prepare for & participate effectively in a range of conversations & collaborations with diverse partners, building on others' ideas & expressing their own clearly & persuasively.

Success Indicator

Identifying another culture to learn about and present what they have learned to others.

Life Skill(s)

Working effectively within a group. Considering different perspectives and cultural views.

Learn More

This link talks about the statistical data related to the growth of diversity in the United States.
<http://2010.census.gov/news/releases/operations/cb11-cn125.html>



Experience / What to Do

Part 1:

The goal for this activity is to have each youth assess and expand their current knowledge of various cultures.

1. Students are instructed to create a 'K-W-L chart' by following these directions:
 - I. Take one sheet of paper and fold the left and right sides to the center to create three even sections.
 - II. Place a K at the top of the first section a W at the top of the second and an L at the top of the third section.
 - III. Have youth select another culture/group of people (ex. Mongols, Tibetans, etc.)

2. Have students fill in the K and W section accordingly:

K- What do you already know about the chosen culture?

W-What do you want to know about the culture, or what interests you about people from other countries or religions? What do you think is important to know to be a better communicator? Who do you think in your community could help you learn about other cultures?

L- What did you learn? What did you learn about culture and communicating effectively?

***Fill the L section after the second part of this activity is completed.

Part 2:

1. Have youth discuss the K and W sections of their chart. In the W section, they should have talked about other people from whom they think they could learn. Have youth collaborate to create an entire group list of those names.
2. From that list, encourage youth to add names of members' of the community that could help them learn about culture. City leaders, teachers and community members are good examples.
3. Have youth take responsibility for contacting one or two people from their list to interview or have them come speak to the group. This person should share information about his or her own culture and how this affects their communication skills.
4. After the speaker (s) have presented to the group, have youth fill in the last section of their K-W-L chart about what they learned and discuss these things as a group. Have them explore the Internet to find out more questions about different cultures.
5. Have youth put together a 3-5 minute presentation to share at the next meeting.

References

Activity adapted by: Rachael Emig, Iowa 4-H Youth Development Intern;
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist. From the activity "Celling Out" in Communication Helper's Guide: Communication Group Activities produced by the National 4-H Cooperative Curriculum System, Inc. (2005)



Did You Know?

Culture is different from a country. One country can contain many different cultures.

Glossary Words

Culture, Diversity, Society

Related Activities

Jumping In





Talk It Over...

Share...

What did you learn about other cultures in this activity?
Share any struggles you had with filling out your KWL chart.
What was the most difficult part of this lesson?

Reflect...

What surprised you about how other cultures communicate?

Generalize...

What prior skills did you use to be successful in this activity?
What did you learn about yourself as you learned about other's cultures?

Apply...

How could you use this activity to help yourself in the future?
How does understanding various cultures help you be a better communicator?
What are some ways that you could continue to learn about other cultures?



Seek to Connect

Time Needed
30-45 minutes depending
on size of group

When was the last time you wrote a note to thank someone? Does it brighten your day when you receive a thank you from someone?

Materials List
Paper and pencils

Introduction

Giving a speech starts long before you are standing in front of an audience for the delivery. In this activity, students will be able to explore the selection of a speech topic and find ways to adapt that topic to the interests and characteristics of various audience backgrounds.

Information you need to consider before speaking to an audience includes.

- Educational background
- Age of audience
- Audience knowledge of content
- Number of members in the audience
- Location or setting of speech

Topic selection is an important step of the speech writing process. If you are having trouble choosing a topic, answer the following questions:

- What do I know something about?
- What am I interested in?
- Do I have any interesting hobbies, unusual situations, or experiences to share or new topics I want to explore?
- Which topic would I be most comfortable talking about?

Learner Outcomes

Connect a topic and apply to different audiences

Education Standard(s)

Common Core Standard.
Speaking & Listening 6-12.
Adapt speech to a variety of contexts and communicative tasks.

Success Indicator

List and adapt a specific presentation topic to different audiences

Life Skill(s)

Communicating with others
– Composes/presents well organized speeches

Learn More

Tips for audience analysis.

http://www.class.uidaho.edu/comm101/chapters/selecting_topic/selecting_topic2.htm

Brainstorming speech topics.

<http://www.wisc-online.com/Objects/ViewObject.aspx?ID=SPH2501>



Experience / What to Do

Experience 1:

Step 1: Think it out. Brainstorm and think about speech topics and audiences.

1. Have members of the group list possible topics. Then have each individual choose a topic that they would be interested in speaking about.
2. Using the topic selected, each youth or as a group should then brainstorm a list of potential audiences to which they could present this topic.

Example:

Family
4-H club
School class
City council
County Fair board
Community organization

Note to facilitator: Guide group to create a list of six to eight audiences.

Step 2: Elaborate

1. Have each person write down how they can adapt their presentation to each audience. Have them be specific about what changes they would make and why.
2. Create a brief outline for two different audiences.
(See also *Speeching Up* for speech outline guidance)

Experience 2

1. Have the youth take the audiences they identified and choose a topic specific for each audience.
2. Have them discuss how the topic selection differed for each group.
3. Ask the youth if it was harder or easier to choose the topic after they had already identified the audience to whom they would be

References

Activity adapted by: Rachel Norby, Iowa 4-H Intern
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity "Between You and Me" In *Putting It Together: Communication Activities for Youth* produced by The National 4-H Cooperative Curriculum System, Inc (2005)

Did You Know?



The speaker has the potential to make a significant impact on an audience. A speech can inspire and motivate. Public figures and religious leaders have moved audiences to major community action through the content and delivery of their speeches.

Glossary Words

Brainstorm, Adapt, Audience, Profile, Demographics

Related Activities

Speeching Up
Communication
Accessorizing
Illustrated Talks
Do-Able Demo





Talk It Over...

Share...

How did you choose your topic?

How did you choose your audiences?

What audience does each of the topics you chose best fit?

Reflect...

What changes did you decide to make to your speech according to each audience and why?

What items stayed the same?

How would have selecting a different topic allowed you to better adapt to your audience?

Generalize...

In what ways is it important to adapt to each audience?

What is the benefit of individualizing your topic for different audiences?

How would the length of your speech vary depending on what group you are presenting to?

Apply...

How would changes in adapting a speech for different audiences make a difference in the delivery?

How will adapting a topic to specific audiences help you in the future?





Time Needed
20-30 min. discussion plus
preparation time, possibly
outside preparation.

Becoming Clear

What do you know about communicating a message to a large population at one time? What types of messages may be communicated to a large number of people?

Introduction

There are a number of ways to effectively deliver an important message to the public or a target audience. It is critical to have a well defined goal and to identify a target audience in order to choose the best delivery method. This can be the most difficult part of creating and delivering a message.

A few methods of electronic communication include:

- **Blog-** An online page available to the public usually focused around the interests or experiences of the author. Tumblr and Wordpress are places one can start a blog.
- **Social Networks-** such as Facebook and Pinterest, allow users to connect and share information with each other.
- **Video and Photo Sharing-** allow you to share digital media with others. Examples are YouTube and Flickr.
- **Microblogs-** such as Twitter is different than a traditional blog in that each post is much smaller (typically 200 characters or smaller).

To deliver a clear message, the method can vary but always keep the following things in mind:

1. The message
2. The audience
3. The information

Another important step to remember is an ongoing plan. How do you plan to continue to create entries, photos, updates, etc. to keep followers engaged?

Materials List
paper, writing utensils

Learner Outcomes

Understands proper form for preparing an online message

Education Standard(s)

Common Core Standard. Writing 6-12. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Success Indicator

Prepares an online entry using proper form.

Life Skill(s)

Preparing online messages.

Learn More

Interactive letter generator

readwritethink.org/files/resources/interactives/letter_generator/

Send an electronic thank you or thinking of you card. There are many providers. A few are listed below. hallmark.com/Ecards, 123greetings.com, care2.com/ecards, egreetings.com

Experience / What to Do

1. Share with the youth that the first two steps of providing a clear online message are to have a well defined goal and to choose a target audience. What do you want to tell people about? Who do you want to hear your message? What is the intent of the message (ex. take action, entertainment, inform, persuade)? Have youth decide on and write down a topic and who they want to hear the message.
2. Ask youth to compare and contrast blogs, microblogs, social networking sites and video/photo uploads by providing an example of each one to make sure everyone is clear what each category is. This will help them decide what channel they would like to use.
3. Next, have youth identify what would be the best channel(s) to spread the message. A combination of channels may work better than just one. Channels are the specific online resources such as Pinterest, Twitter, Flickr, etc.
4. Before youth create the message, have them write a communication plan.

This should include

- Where: What channel(s)
- What: Background information
- When: All at once or ongoing
- Why: What message do you hope to share?

5. Read the following passage to the youth.

You're the Writer!

Congratulations! You have been offered the chance to educate the public about any topic you choose. Think about a cause you care about or something in your life for which you have passion. Individually or with a team, create a blog entry, social network post, or video / photo upload. Be as realistic or as creative as you would like and always remember the most important things when delivering a widespread message: the audience, information, and message.

6. At the beginning of the next meeting or group event, have youth present. They should share what online avenue they chose, who their target audience is, and the intent of their post. After all have presented, have the group discuss and present suggestions to each other on how they might improve their message.

*Optional activity addition- Encourage youth to implement what they presented. What reaction do they get from the public? Is it what they expected or hoped for? How are they going continue to engage their followers? What are their plans for future posts, blog entries, etc?

References

Activity adapted by: Sara Goemaat and Rachael Emig, Iowa 4-H Youth Development Intern;
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist

Did You Know?



An average of 500,000 new posts are added each day to WordPress.com. Source-
en.wordpress.com

Glossary Words

Blog, channel, social network

Related Activities

The Great Communication Game
Take Me As I Am

Talk It Over...

Share...

What did you choose to educate others about?

What channel did you use?

How did you decide what channel to use for your message?



Reflect...

What communication skills did you use most as you created your message?

How did you create a plan for your project and how did you follow it?

How would you have to change your message if you used a different channel?

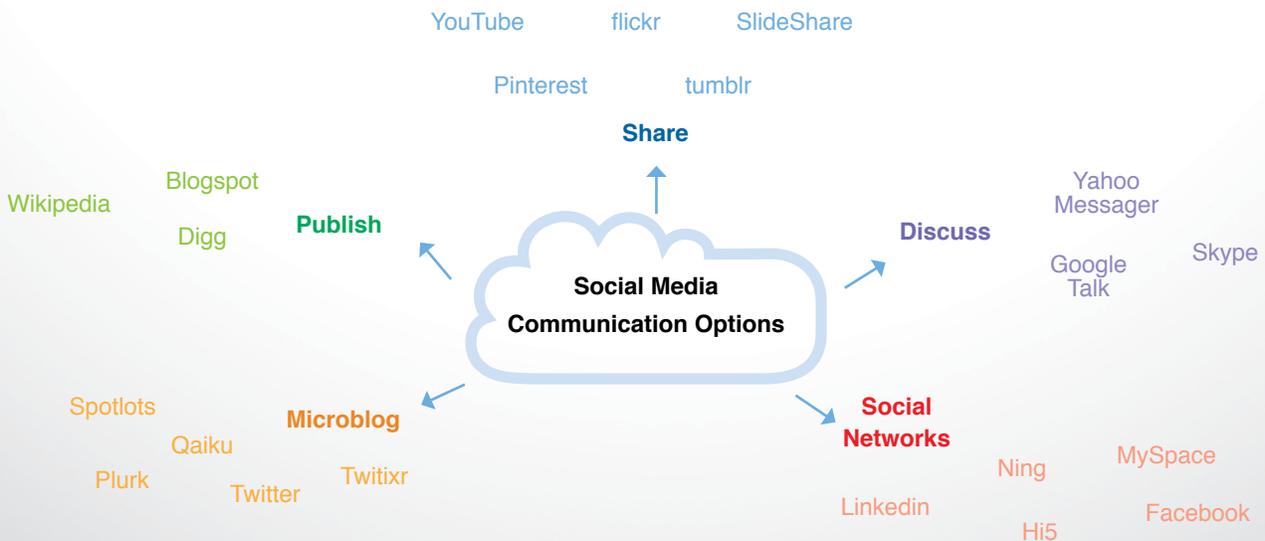
Generalize...

What types of media have educated you on an important message?

What other kinds of messages do you think could be delivered using online channels?

Apply...

How will the skills you used to deliver this message help you with other communication projects?





Quotes

Time Needed
45 minutes

Materials List
Internet access, paper,
pens, pencils

Have you ever misunderstood a message because of the way it was said?

Introduction

When we prepare speeches or write papers, we are not always an expert in the topic we chose. It is often good to obtain information from someone who is an expert in whichever field we have chosen. One way to include information is a direct quotation from an expert.

There are several ways to properly give credit to experts when using their information. Whichever style used to cite the sources, some basic information is always included:

- Name of the Expert/Author
- Where the information was found
- Date the information was published
- Date the information was found

Have youth complete the activity "Resource Detectives" about assessing reliable information before completing this activity

Learner Outcomes

Support arguments/ideas by using quotes from expert authority

Education Standard(s)

Core Curriculum Standard. Writing 6-12. Gather relevant information from multiple print & digital sources, assess the credibility & accuracy of each source, & integrate the information while avoiding plagiarism.

Success Indicator

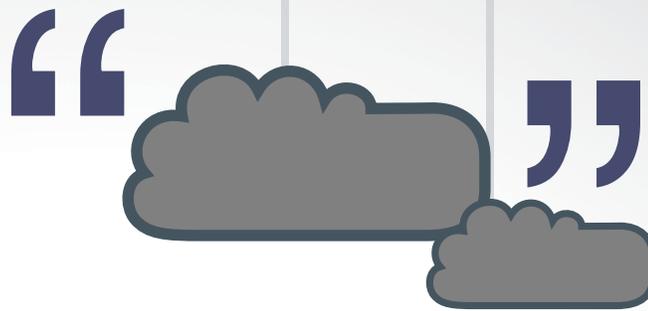
Prepares a speech or written paragraph using a quote and proper citation.

Life Skill(s)

Citing sources

Learn More

Using information from other sources can enhance your writing or presentation. When including information originally prepared by others, it's important to avoid plagiarism. Learn more about properly citing sources at <http://www.plagiarism.org/>



Experience / What to Do

1. Have youth select a topic they are interested in for writing a paper or giving a speech. Encourage them to pick something that will be somewhat easy to find experts in, such as a science or school subject.
2. Once the students have identified their topic, have them search for experts in that field. Have students find more than one expert.
3. Have each student choose a direct quote from the experts they have found. Make sure the quote relates to the topic they have chosen for their paper or speech.
4. Have the students look up the correct way to cite resources. Some example websites to find this information include:
 - a. <http://owl.english.purdue.edu/owl/resource/747/08/>-The Purdue Online Writing Lab
 - b. <http://www.library.cornell.edu/resrch/citmanage>
The Cornell University Library
5. Have each student create a short (2-4 minute) speech or write a paragraph including the quote from the expert. Make sure the quote is cited correctly.

Did You Know?



Science and social science have at least two different ways of citing sources: the MLA (Modern Language Association) <http://www.mla.org/style> and APA (American Psychological Association) styles. <http://www.apastyle.org/>

Glossary Words

Plagiarism

Related Activities

Resource Detectives



References

Activity created by: Amy Peyton and Kourtney Determan, Iowa 4-H Youth Development Interns;
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist



Talk It Over...

Share...

Who are the experts you choose for your speech?
Why are they considered experts?

Reflect...

How easy was it to quote the experts?
What style did you use to cite the expert?

Generalize...

How can you use expert opinions to strengthen your arguments or your writing?
Why is it important to give credit to the expert?

Apply...

Where can you use expert opinions?
How will you use your knowledge of citations to strengthen your future writing or speeches?





Time Needed
20 Minutes

Caring Correspondence

Lead-in Question(s) or Statement

When was the last time you wrote a note to thank someone? Does it brighten your day when you receive a thank you from someone?

Materials List
Paper and writing
utensils

Introduction

This is your opportunity to make someone's day. There are two forms of thank you notes; informal and formal. An informal note would probably be written on a card, but a formal note would be typed on a standard size sheet of paper or on a more professional card.

| | |
|----------------|-----------------|
| Formal | Informal |
| Date | Date (optional) |
| Inside Address | Salutation |
| Salutation | Body |
| Body | Signature |
| Signature | |

Thank You Note Suggestions

- Write thank you notes promptly-within a week. However, it is better to write and send a thank you late rather than not sending at all.
- Mention the gift or act of kindness and say something nice about it. If it was money, acknowledge how it will be spent.
- Write thank you notes for a gift, in appreciation for an act, or to a sponsor/donor of your 4-H project or award.
- Some other forms of caring correspondence may include sympathy cards and birthday cards

In this activity, youth will practice writing each type of thank you note.

Learner Outcomes

Understand purpose and importance of thank you notes

Education Standard(s)

Common Core Standard. Writing 6-12. Produce clear & coherent writing in which the development, organization, & style are appropriate to tasks, purpose, & audience.

Success Indicator

Writes a thank you note using two forms: informal and formal

Life Skill(s)

Communicating with others through formal and informal compositions

Learn More

Tips for audience analysis.

http://www.class.uidaho.edu/comm101/chapters/selecting_topic/selecting_topic2.htm

Brainstorming speech topics.

<http://www.wisc-online.com/Objects/ViewObject.aspx?ID=SPH2501>



Experience / What to Do

We all like to know that we are appreciated for something we have done, or just for being a friend.

Experience 1

1. Have youth make a list of the different situations that would require a thank you note, or things for which they have written a thank you.
2. Then have youth identify each situation as formal or informal. Guide the youth through this decision making process if they do not have the correct answers.

Experience 2

1. Give each participant two sheets of paper or note cards. Have them choose one informal situation and one formal situation.
2. Have them write two separate thank you notes, based on the formality. The idea is that the youth can deliver the note to make someone's day, or recognize/acknowledge a contribution/donor/speaker. Make sure they personalize the thank you note.

Experience 3

1. Have youth practice writing thank you notes they would e-mail. Discuss how to change the formality of the e-mail based on word selection.
2. Make sure they understand to include the same thank you format (with the salutation and signature) within the e-mail.



Did You Know?



As electronic communication becomes more prevalent, the written message is becoming less common; however, people still enjoy receiving written thank you notes.

Glossary Words

Formal, Informal, Salutation, Correspondence

Related Activities

Extra! Extra
Now Hear This!



References

Activity adapted by: Kourtney Determan and Amy Peyton, Iowa 4-H Interns
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity "Caring Correspondence" In Picking Up The Pieces: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)



Talk It Over...

Share...

How did you decide which situations require thank you notes?
What information did you include in each thank you note you wrote?
What was the difference in the information you included for the formal thank you versus the informal thank you?

Reflect...

What was the difference that made a situation formal or informal?
How did this change the information that was included in the note?

Generalize...

What are some important things to remember when writing a thank you note?
When is it important to write a note even when you did not particularly like the gift you received?
What are other reasons, besides receiving a gift, for writing thank you notes?

Apply...

In addition to writing a thank you note, how else can you show someone you appreciate their contributions to your club or organization?





Time Needed
45 minutes

Checking Your Chat

Think of the variety of ways you use technology in your daily life. How do you express your opinions on the Internet? Who do you exchange information or communicate with the most on a weekly basis?



Materials List
Flipchart, markers, pen/
pencil, notepaper.

Introduction

Social media and the Internet are extremely popular ways to communicate. Cell phones are becoming directly connected with online pages and users are now able to share their thoughts, feelings, plans and location in an instant.

With this accessibility and ease, it is extremely important that you are aware of the impact the words you express have on yourself and others.

It is important to remember everything you post online is permanent. Even if you think you have restricted who can view your information or you have deleted something, there is always the possibility others can retrieve the information.

Some examples of inappropriate topics to avoid discussing on the Internet are:

- Your current location
- Harassment/bullying of another person
- Criticism of another person
- Your personal information

Of course, there are many more items that could be on this list. What are some other topics you would not discuss on the internet?



Learner Outcomes

Understand effective communication over the internet/cell phone

Education Standard(s)

Core Curriculum Standard. Language 6-12. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, & to comprehend more fully when reading or listening.

Success Indicator

Develops guidelines for internet etiquette.

Life Skill(s)

Creating a personal contract.



Learn More

What is netiquette?

Using etiquette while using the Internet is a necessary skill for everyone.

Read this article to learn more about netiquette and how you can use it!

<http://edtech2.boisestate.edu/weltys/502/netiquette.html>



Experience / What to Do

Step 1:

As a group, ask youth to create a list of who uses the Internet and for what purpose. This should initiate a large amount of discussion and realization that a very large variety of people use websites and social media for many different reasons.

After that discussion, have youth create a t-chart to compare appropriate and inappropriate uses of communication over the

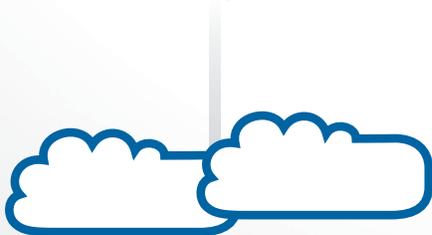
| appropriate | inappropriate |
|-------------|---------------|
| | |

As a group have youth share what concerns they have about inappropriate ways others communicate on the internet. Ask the group to identify potential risks of sharing information.

Step 2:

Instruct youth to create a personal contract to use as they use technology for different tasks and entertainment. Encourage them to create a realistic contract they plan to follow to ensure their personal safety and image.

If possible, have youth type the final draft on a computer to print and keep next to their personal or family computer. When they are finished, have each youth read their contract aloud and sign their document to make the personal commitment.



Did You Know?



In 2011, 73% of teens used social media sites and the number is projected to continue to increase.

Glossary Words

Netiquette, social media

Related Activities

Temper Your Temper
Keeping Safe
Face Up to Social Media

References

Activity created by: Rachael Emig, Iowa 4-H Youth Development Intern;
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist



Talk It Over...

Share...

What are your personal goals after learning about the possible risks of communicating using technology?

What concerns do you have about how you have used the Internet in the past?

Reflect...

What was something that surprised you when discussing communication with your group?

What was the most difficult part about completing the personal contract?

Generalize...

In the past, have you been concerned about what kinds of things you or someone else had said on the Internet or cell phone?

What did you do about your concern?

Apply...

How will you be able to use this new knowledge at home, school or within your club?

What would you do differently the next time you are involved in an argument or other kind of conflict?





Time Needed
1 hour

The Higher Choice

Think about the way you felt when you were bullied or saw someone else being bullied? In what ways could the conflict have been handled in a better way?

Materials List
Paper, pens, computer
(optional)

Introduction

Bullying, a form of violence, has continued to be a serious problem among youth in a variety of settings. Harassment and bullying can happen anywhere: school, sporting events, on the school bus, 4-H clubs/camps or online websites to name a few. Bullying can affect the social environment of a club or school creating a climate of fear that can inhibit a child's ability to learn, as well as leading to anti-social behaviors. More information about addressing bullying behavior is available at:

<https://www.ncjrs.gov/pdffiles1/ojjdp/fs200127.pdf>

<http://www.stopbullying.gov/prevention/talking-about-it/index.html>

The first thing to remember is to prevent bullying behavior by having rules that discourage aggressive behaviors. It is important to address bullying by creating a climate where it is okay to talk about it. If you are the one being bullied it is very important to speak to a trusted adult; and to share the bullying issue with them. Remember bullying just doesn't exist between youth, but between youth and adults as well. The same thing goes for bystanders, who see someone being bullied. It is equally important for parents, volunteers and youth workers to enforce rules against bullying behaviors.

Learner Outcomes

Making good communication choices when confronted with bullying behavior.

Education Standard(s)

Core Curriculum Standard. Speaking & Listening 6-12. Adapt speech to a variety of contexts & communicative tasks.

Success Indicator

Uses good strategies when responding to a bully

Life Skill(s)

Appropriate communication with others.

Strategies to respond to bullies:

- Stay calm and ignore behavior
- Do NOT retaliate
- Communicate assertively—
“Leave me alone!” “No!”
- Seek immediate help

Some bullying behavior may look like:

- Excluding others
- Teasing and harassing others
- Not feeling guilty for rude behavior
- Spreading rumors, cursing, yelling
- Disrespecting authority

Learn More

Cyberbullying is becoming a problem among youth.

Please visit the website below to learn about cyber-bullying and ideas on how to address it through examples of different scenarios for varying ages:

<http://www.stopcyberbullying.org>



Experience / What to Do

1. If possible, start this activity by showing the group a video of bullying from a TV show or cartoon they will identify with. This website has some online videos that may be appropriate for your group <http://www.stopbullying.gov>
2. After watching have youth share what happened in the videos and what they would do if they had been the one bullied.
3. Next separate the group into three smaller groups. Ask one group to display the body language of a bully. Ask another group to display the body language of a victim and the last group as the bystander. Make sure the youth only use body language during the role-play.

Back as a group, ask each smaller group to explain why they used the specific body language they did.

4. After discussing what bullying looks like and how to address it, ask youth to create a skit with two endings. Using role playing, one skit should show an appropriate way to address a bullying situation and the other should be a less appropriate example.

Allow time for each group to present and then discuss their experience using the questions with this activity.



Did You Know?



1 in 7 Students in Grades K-12 are either a bully or a victim of bullying and 56% of students have personally witnessed some type of bullying at school.

www.makebeatsnotbeatdowns.org

Glossary Words

Bullying, harassment, cyberbullying

Related Activities

Don't Be Bullied
Calling Out



References

Activity adapted by: Rachael Emig, Iowa 4-H Youth Development Intern;
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist



Talk It Over...

Share...

What did you learn about bullying by watching the videos and creating the skits?

What did it feel like playing the different roles of the bully, bystander or victim?

Reflect...

What would you do if a bully started threatening you?

What was the most difficult part about playing different roles in the bullying situations?

Generalize...

How will understanding more about bullying help you at school, at camp, or other places?

What did you learn about yourself as you worked through this activity?

Apply...

How could the things you learned today help you in other situations?

How would you teach someone about effective ways to deal with bullies?





Extra! Extra!

Time Needed
30 minutes

Do you know the difference between a news story, press release and PSA?

Materials List
Paper and pencils

Introduction

Even though we live in the internet age, people still keep track of events by reading newspapers or listening to the radio. News stories, press releases and public service announcements (PSA) are the main ways organizations provide information to the public. Each of these has a specific purpose and format.

Five Elements of a News Story

- Who – who is the story about?
- What – what happened?
- Where – where did it take place?
- When – when (date and time) did it happen?
- Why or How – why or how did it occur

A press release is a written account of the five basic elements of a news story, along with additional details and sometimes photos. It would be printed in a newspaper or magazine. Use the inverted pyramid style of writing. Share the most important information first, working towards details that aren't as interesting or urgent.

A Public Service Announcement (PSA) is a short version of a press release that includes just the vital information of the five elements, usually transmitted electronically via radio or T.V. When writing PSA's, 'PUBLIC SERVICE ANNOUNCEMENT' should be written at the top followed by a few spaces and the date it should be aired. Next, include contact information for questions about the announcement. Skip a few lines and write the title of announcement, followed by a short, complete explanation of what should be aired. PSA's should be sent to television or radio stations about three weeks in advance.

Learner Outcomes

Writing a press release or PSA

Education Standard(s)

Common Core Standards. Writing 6-12. Develop & strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Success Indicator

Prepares and practices a press release or PSA

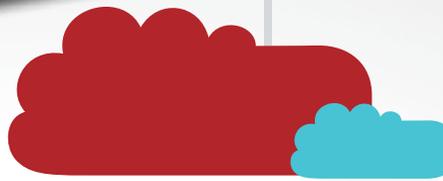
Life Skill(s)

Communicates with others; presents complex ideas

Learn More

For tips and templates when writing a news story visit the following website.

http://www.pbs.org/newshour/extra/teachers/lessonplans/socialstudies/Vote2004/news_h5.pdf



Experience / What to Do

Experience

1. Youth should brainstorm upcoming 4-H (or other) events in the area that others should be informed about. This should help them to understand there are many different events that can benefit from press releases.
2. Using the format guidelines and suggestions given in the introduction, youth should write a press release for one of the upcoming events they previously identified. After the press release is written, youth should evaluate their own work using these questions:

Is the topic timely? Is the story important and of local interest? Does it include the five basic elements of a news story? Does the story begin with a strong informative lead? Is it written in newspaper style (Who, what, when, where, when why)? Are the most important facts included here? Is it written in an objective way? Does it include the writer's contact information? (Name, address, phone number, e-mail address)

3. Youth should then make revisions and additions to their press releases then give it to another peer to review.
4. Revise the release and prepare a final revision. If possible (or applicable) submit the press release to a local newspaper for publication, or radio station for broadcast.
5. Have youth write a Public Service Announcement to be used on the radio. Challenge the youth to have the PSA be no longer than 30 seconds. Additional challenge- Revise the PSA for a 15 second announcement. Practice with each other.

Did You Know?



All newspaper articles use the who, what, when, where and how – occasionally the how is not applicable.

Glossary Words

Press release, PSA, inverted pyramid

Related Activities

Becoming Clear



References

Activity adapted by Rachel Norby, Iowa 4-H Intern

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist

From the activity "Extra! Extra!" In Putting It Together: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)



Talk It Over...

Share...

How did you choose what to write about?

In what ways was writing a news release easy or difficult was for you?

Reflect...

Which of the five elements did you emphasize in your press release?

What made you choose to emphasize that element?

What do you believe makes the event/story newsworthy?

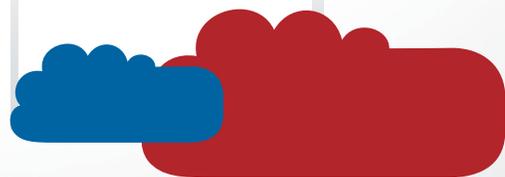
Generalize...

What would happen if you skipped one of the five elements in your news release?

What makes press releases an effective form of communication?

Apply...

How or where could you use press releases or PSAs other than submitting to newspapers or radio/TV stations?





Speeching Up

Materials List
Paper, pencils. Optional-
sample outline sheet.

Think of a memorable speech you have heard in the past. What made this speech good? What did the speaker do to help get his/her ideas across to the audience?

Time Needed
30-45 minutes

Introduction

Giving a speech can be a challenge, even for the best writers. However, it is the perfect opportunity to influence others with the speaker or writer's ideas. In order to have an organized and effective speech, writers need to remember the parts of a good speech.

1. **A catchy introduction** – to open the topic chosen and engage the audience

Examples include using a short story, example, statistic, interesting fact, quotation, familiar experience, or question for the audience.

2. **Body** – to explain or describe at least one important thing or point about the topic

3. **Conclusion** – to remind people about the most important ideas in the speech

Use a final story or example, end with a quotation or verse that sums up the topic, or recommend action for the audience.

In creating a speech, it is important to recognize the purpose.

Examples of these include:

To inform, explain or teach-A "how to" speech to demonstrate or share facts

To persuade or convince-Goal is to modify the thoughts, feelings and/or actions of the audience

To inspire or bring emotional response-Appeal to emotions of audience; encourage change in behavior or action

To entertain-Provide stories, humor or situations to add lightness to an event

Learner Outcomes

Composing and presenting a speech

Education Standard(s)

Common Core Standard. Speaking & Listening 6-12. Present information such that listeners can follow the line of reasoning & the organization, development, & style are appropriate to task, purpose & audience.

Success Indicator

Prepares and delivers a speech

Life Skill(s)

Communicating with others; composes and presents a well organized speech

Learn More

Tools for organizing your speech.

http://interactives.mped.org/view_interactive.aspx?id=127&title=

Find an article online about an issue that you feel strongly about. Write a persuasive speech for an audience of your choice. Make sure you prepare an outline and try to persuade your audience!



Experience / What to Do

Experience 1:

1. From the information above, have youth choose the purpose of the speech they would like to write and begin preparing their speech. Instruct them to use an outline format like the one below. To organize the speech and save time, youth should outline their ideas using short phases or facts.

Introduction

(Catchy introductions keep your audience engaged.)

Body

(Give 3-4 facts)

Conclusion

(Summarize the information)

2. Now from the outline, have youth expand on their ideas and write a 3-5 minute speech. Have them practice their speech for an adult or member from the club. Then, have each youth deliver their speech to the club.



Did You Know?



Practice makes perfect! Practicing will help you become comfortable with the way your speech sounds and how it feels to say it out loud.

Glossary Words

Introduction, body, conclusion, outline, persuasive

Related Activities

Illustrated Talks
Seek To Connect
Communication
Accessorizing



References

Activity is adapted by: Rachel Norby, Iowa 4-H Intern

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist

From the activity "Speeching Up" in Putting It Together: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum Systems, Inc. (2005)



Talk It Over...

Share...

What did you like about this activity?

How did you prepare for writing and delivering your speech?

What surprised you most about speaking in front of others?

Reflect...

How do you plan your speech and decide on its parts?

What was the most difficult part of this activity?

What was the easiest part of this activity for you?

Generalize...

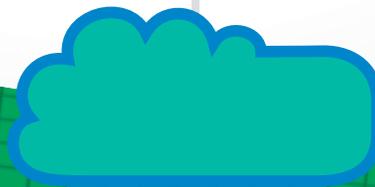
What is the importance to have an introduction and a conclusion in a speech?

What did you learn about your public speaking skills?

Apply...

How will your new speaking skills help you in other situations?

How can you use these new skills to help others?





Communication Accessorizing

Materials List
Poster board, paper,
markers

Time Needed
45 min- 1 hr.

Where have you seen someone present information using a visual tool or poster? In what ways did that visual tool improve or take away from that presentation?

Introduction

Visual aids help make a presentation come to life and excite an audience. In this activity, you will learn the art of picking the correct presentation aid that applies to the topic and makes it stand out to the audience.

Visual Aids are created to present information in places such as websites, speeches or other media. Enhancing a message with a visual aid can increase the effectiveness of your message.

Some different types of visual aids include:

- PowerPoint presentation
- Flip chart
- Posters
- Handouts
- Props
- Video
- Computer

Some tips to remember when creating a visual aid:

- Size and color of font
- Simple is better
- Position of graphics
- Overall size
- Location within presentation

Learner Outcomes

Communicating through visuals

Education Standard(s)

Core Curriculum Standard. Speaking & Listening 6-12. Make strategic use of digital media & visual displays of data to express information & enhance understanding of presentations.

Success Indicator

Prepares visual aids for a speech, webpage, or other media

Life Skill(s)

Communication, design

Learn More

If you choose to accessorize a presentation with a poster board, this website has some tips for creating an effective visual aid:

<http://aces.nmsu.edu/4h/documents/making204-h20posters.pdf>
New Mexico State University



Presentation Aids

Importance of Visual Aids

- Increase Understanding. A lot of what people comprehend is taken in through the eyes.
- Save time. Information that is presented visually is received and processed faster than a spoken message.
- Enhance retention. About 65% of what is seen and heard is remembered while only 10% of what is heard without visuals is remembered.
- Promote Attention. People tend to get bored or tired just listening to someone. But by adding a visual, there is some variety and people stay with you longer.
- Help control nervousness. Visual aids give you something physical to do while presenting which can distract nerves.

Tips for Making and Using Effective Presentation Aids

- Large enough print so audience can see.
- Age appropriate for audience.
- Title/heading for each visual.
- Use upper and lower case letters.
- Simple is better.
- One key point/concept per visual.
- Practice using visuals so you are comfortable with them.
- Don't block the visual from the audience.
- Don't read every word, only hit the highlights.
- Focus on the audience, just referring to and not staring at your visual.
- Use COLOR carefully so it does not detract from the visual.
- Follow the rule of 6- no more than 6 words on a line and 6 lines on a visual.

SCORE with Posters!

Simple: Put one to two basic points on each poster

Colorful: Use color for emphases & variety

Organized: Make your points easy to read & follow

Readable: Make letters easy to read from a distance

Educational: Only use a poster when it helps explain a point more clearly to your audience

Source: Iowa State University Extension and Outreach



Experience / What to Do

Step 1: After reading the information about visual aids have youth create a speech outline about a topic of personal interest. If available, they may use an outline or brainstormed information to help them with this activity!

Title: _____

Introduction: _____

Information: _____

Conclusion: _____

Step 2:

Have youth create a visual aid of their choice to present to others about the topic for which they just created an outline. Remind them to think about the tips to creating an effective visual aid.

Optional Step 3:

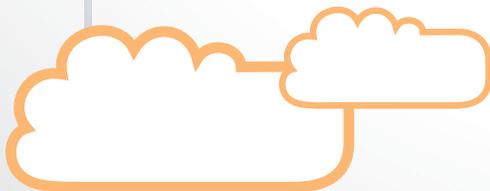
Have youth present/demonstrate their use of the visual aid.

Did You Know? 

The most popular visual aids are computer-based visuals, props or posters.

Related Activities

Do-Able Demo
Linked Up
Presentations in a
Techno-World



References

Activity adapted by: Rachael Emig, Iowa 4-H Youth Development Intern;
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist



Talk It Over...

Share...

How did the meaning of each statement change when it was read differently? What did you find to be difficult about creating a statement that could have more than one meaning?

Reflect...

How difficult was it to decide where to place the emphasis when you did not know the true meaning of the sentence?
When would you want to change the emphasis?
How does this help you communicate a stronger message?



Generalize...

How can your intonation and emphasis on certain words directly influence the message?
How important is it to indicate where the emphasis should be placed when you had someone else read your sentence?



Apply...

How will you be able to use this new knowledge at home, school or within your club?
What would you do differently the next time you are involved in an argument or other kind of conflict?







"I think the most interesting thing is that they're using junk to make robots. It's really cool to see how they use everyday objects to create something new and functional. It's a great way to learn about engineering and design." - [Name]



AMERICAN UNIVERSITY

WIRTSCHAFTS UNIVERSITÄT WIEN

Time Needed
1-2 hours

Speech Check Off

Has anyone ever criticized what you are doing without telling you how to improve? How do you wish they would have communicated differently?

Introduction

Critiquing someone is different from criticizing someone. Critiquing is a tactful and calm way to suggest ways to improve something.

Criticism often has a judgmental tone and does not include helpful suggestions for improvement.

Words, tone of voice and body language are all aspects of a positive critique. Choose words wisely when critiquing; be empathetic but also present the facts and suggest specific things the presenter could do to improve the presentation.

When evaluating, look for strengths and weaknesses and provide positive feedback to the speaker. Also, learn to accept critiques with appreciation? Both giving and receiving feedback graciously is a huge step toward becoming a mature and well-balanced person.

Materials List
Paper, pens, video
cameras or audio
recorders



Learner Outcomes

Gives and receives feedback

Education Standard(s)

Common Core Standard. Speaking & Listening 6-12. Evaluate a speaker's rhetoric and the information presented.

Success Indicator

Evaluates another's presentation

Life Skill(s)

Critiques presentations



Learn More

For tips on how to give positive feedback visit-

<http://www.cabrillo.edu/services/jobs/pdfs/giving-feedback.pdf>

For one week, work on giving positive feedback to friends, family and classmates.

Keep a journal of your experiences.

Create a list of positive phrases and practice using them until they become part of your vocabulary.



Experience / What to Do

1. Youth should work with a partner. Each one should prepare a speech or demonstration or use one they already have prepared. If youth have already completed the Speeching Up activity, they can use the speech that they already developed.
2. Individually, youth should practice their speech in front of a mirror and record the presentation on audio or videotape if possible. Have them review the tape and critique their presentation, finding things that need to be improved.
3. Next, they should prepare an evaluation tool to help critique their partner's presentation. Suggestions are listed below but should only be used if they are unable to come up with an evaluation on their own. All evaluation tools need comments and suggestions for improvement.

Presentation Evaluation Tool Suggestions

- Did the presenter show adequate preparation?
- Did the speaker seem knowledgeable about the topic?
- Did the speaker speak clearly and audibly?
- Was there an opening, body and conclusion in the presentation?
- Did the opening grab your attention?
- Was the body of the speech organized and supported by facts?
- Was the conclusion effective and climatic?
- Did the speaker establish eye contact, use any filler words (“ahs” and “ums”), speak clearly and understandable?

4. After the evaluations are developed, youth should give their presentations to each other and use their tools to evaluate each other's presentation.
5. Using the feedback and evaluation they received from their partner, youth should then make the improvements and give their new speech to a larger group.



Did You Know?



Giving positive feedback is the best way critique someone's work.

Glossary Words

Critique, evaluate, criticize

Related Activities

Prepare, Present, Critique Savy Skillathon



References

Activity adapted by Rachel Norby, Iowa 4-H Intern
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity “Speech Check Off” In The Perfect Fit: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)



Talk It Over...

Share...

Which did you like better—giving a presentation or evaluating someone else’s presentation?

For what reasons do you like one over the other?

What items did you include in your evaluation tool?

Reflect...

How did completing an evaluation on another person’s speech help you become aware of how to give helpful feedback to others?

What are the differences between critiquing and criticizing?

Generalize...

Why would evaluating your performance be important to you?

How would you give a good friend a critique? An adult?

A person you don’t know well?

Apply...

How can you replace criticism with critiquing positively at school, work and home?

What have you learned about yourself and your critiquing skills?





Treasure Hunt

Time Needed
45 minutes

Materials List
Paper and writing
utensils, Computers
with web access



Have you thought about what kinds of jobs are available in the communications industry? Have you ever considered communications as a profession?

Introduction

By now, youth may have completed several communications activities. Hopefully the activities have sparked their interest enough to check out communications as a career! In this activity, youth will explore one or more career choices by indentifying communications careers.

Almost all careers include some type of communication. This can range anywhere from advertising to social and human services, from a newsletter editor to a park service public relations specialist. Communication is a key part of many jobs and this activity will point out professions that require many responsibilities specific to communications. Youth will be able to learn about these careers and find opportunities that may be of interest to them for their future careers.

Learner Outcomes

Identify careers in communication

Education Standard(s)

Core Curriculum Standard. Writing 6-12. Conduct short research project based on focused questions, demonstrating understanding of the subject under investigation.

Success Indicator

Identify communication careers related to each mode

Life Skill(s)

Communicating with others, evaluating information



Learn More

Conduct video interviews with one or more people in your career interest area. Analyze and compare the videos to get a complete view of the chosen careers.



Experience / What to Do

1. Have youth work in pairs to brainstorm different types of communications careers. Encourage youth to think about how the different 4-H communications projects can become careers. Each youth should create a list of five careers that interest them.
2. Have each pair share the list they created with the rest of the group. Examples include radio or television broadcasters, newspaper reporters, lawyers, or ministers
3. Next, have the pairs work together and search the Internet for communications careers that may not be as common. Youth can then update their lists.
4. The pairs should then refer to their list and identify which careers exist in their local community. Have them identify specific workplaces and businesspeople that fit the identified careers. Have each youth write down detailed information for each career choice listed.
*This could be a group activity if youth have trouble identifying the specifics.
5. Bring the youth together in a big group to compare the lists of communications careers. Have each youth share a couple of their choices. This may spark the interest of another group member. Then, have youth prioritize the careers in order of what they think would be the most interesting and encourage them to do further research to learn about the career.

Note: The activity, You're Hired, is a great fit to continue this activity further by having youth conduct a job shadow.



Did You Know? 

There is a National Communications Association that works specifically for promoting the widespread appreciation of the communication in public and private life and there are currently over 8,000 members.

Related Activities

You're Hired



References

Activity adapted by Kourtney Determan, Iowa 4-H Intern

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Program Specialist

From the activity "Treasure Hunt" In *The Perfect Fit: Communication Activities for Youth* produced by The National 4-H Cooperative Curriculum System, Inc. (2005)



Talk It Over...



Share...

What types of careers did you think of related to communications?
What made you think of these careers?

Reflect...

How do the careers on your list include communication within their responsibilities?
Were there other careers someone else thought of that you didn't?

Generalize...

What are some careers, other than those on your list, that interest you?
What careers can you think of that do not include communications as a responsibility?

Apply...

How do your current 4-H communications projects relate to the careers you have on your list?
How do your future career or academic plans include communications?





Presentations in a Techno-world

Time Needed
2 hours, extended time
depending on availability
of technology

Have you thought about using technology to further impact your audience? Is there something you can add to your presentations to add interest and flair?

Materials List
Paper, pens, (if possible:
computer with PowerPoint,
video cameras, tape
recorders, etc.)



Introduction

There are many technologies in today's world that can impact a presentation in a positive way. One of the most popular presentation software programs is Microsoft PowerPoint. With PowerPoint you can add your information onto slides and incorporate designs, backgrounds, slide transitions, clip art, video and more.

There are other ways technology can be used when giving a presentation, including video clips, Internet videos, music etc. In our technological world, the possibilities are endless. Tools recently developed to create multimedia presentations using technology include:

Prezi.com- This is an online presentation resource and creation tool.

Wikispaces.com: 'Wiki-spaces' are virtual spaces that can be created to host common information. This can be helpful to inform a large group of people about one subject and is useful because it functions as a website.

Podcasts- These are relatively short videos or voice recordings that present information to share on a website for groups to access. There are a variety of available programs to help create podcasts.

Learner Outcomes

Presents information using new electronic applications or programs

Education Standard(s)

Core Curriculum Standard. Speaking & Listening 6-12. Make strategic use of digital media & visual displays of data to express information & enhance understanding of presentations.

Success Indicator

Prepares a presentation that utilizes a form of technology

Life Skill(s)

Communicating with others – presenting information

Learn More

Interested in learning more about using these technologies?

Microsoft PowerPoint -<http://office.microsoft.com/en-us/powerpoint-help/create-your-first-presentation-RZ001129842.aspx>

Prezi- <http://prezi.com/>

Wiki-spaces- <http://www.wikispaces.com/>



Experience / What to Do

1. Using the information in the Introduction section, have youth analyze different types of tools, list the specialized features of each tool, and determine how the technology can be included into a presentation. Use the chart below to organize information. Encourage youth to investigate other tools beyond those listed earlier.

| Type of technology | What are the specialized features? | How can it be incorporated into the presentation? |
|--------------------|------------------------------------|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Did You Know?



Incorporating technology into your presentation helps to engage your audience and keep their attention.

Glossary Words

PowerPoint, Prezi, Wiki-spaces

Related Activities

Communication
Accessorizing
Film Fests



2. Youth should then choose one form of technology that they would like to include in their presentation. They should either use a presentation that has been created or create a new presentation.

3. If the technology is easily accessible, they can start implementing it into their presentation. If not, they can use outside time to complete the presentation.

4. Once youth have finished their presentation, ask them to practice with their family or another person of their choice before presenting it to their 4-H club or other organization.

References

Activity adapted by Rachel Norby, Iowa 4-H Intern

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist

From the activity "Presentations in a Techno-world" In Putting It Together: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)



Talk It Over...

Share...

How did you use technology to enhance your presentation?
What did you find challenging about this activity?

Reflect...

What did you learn about your presentation style while doing this activity?
Why is it important to know how to enhance your presentations?
When is it appropriate to use presentation enhancement tools
and when is it not?

Generalize...

What advice would you give someone who is just starting to learn how to
enhance presentations?
What other skills would you like to learn with presentation technology?

Apply...

How can you use your new skills to enhance presentations in other situations?





I pledge my head to clearer thinking,

My heart to greater loyalty,

My hands to larger service, and

My health to better living,

For my club, my community, my country and my world.

Communications Curriculum



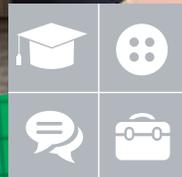
PEER REVIEWED

01510F



Skill Level
Advanced

Module 3



Aknowledgements

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Time Travels

Time Needed
45 minutes

Materials List
Note cards, paper, and
research material
Additional Resources: books,
magazines, computers



What are some things you think of when someone says communication? In what ways has communication changed from the past?

Introduction

When you hear the words writing, speaking, signaling and transmitting what do you think of? If you said communication, you noticed the connection! These are all ways of relaying a message or idea and are all important in their own way. Writing, speaking and signaling are important to consider when communicating a message. It is important to consider the number of people in the audience to whom the aspects of the message are being presented, and the best way to communicate it.

Forms of communication have evolved dramatically over time. From non-verbal gestures to highly specialized communication, such as social media, that has recently become a large part of everyday life. All of these forms vary and are better suited for one situation over another.

In this lesson youth will learn about the history of communication and how different methods have evolved over time.

Learner Outcomes

Understand the changes in ways we communicate.

Education Standard(s)

Common Core Standard. Writing 6-12. Conduct short research demonstrating understanding of the subject under investigation.

Success Indicator

Identifies modes of communication.

Life Skill(s)

Communicating in a variety of modes.



Learn More

Want to find out more?

You can use the link below to learn more about the most popular forms of communication or to help you with this lesson's activity! <http://library.thinkquest.org/5729/>



Experience / What to Do

To prepare for the activity: Place a number of different modes of communication on a table, making sure to include historical modes. A label will work, but use a picture if available.

Here are some examples:

- Telephone
- Type Writer
- Fax Machine
- Braille
- Postal System
- Newspapers
- Radio
- Sign Language
- Computers
- Social Media
- Television
- Cell Phone

The Activity:

1. Have youth each draw one card from the collection. Depending on your group size, you might have them draw two. Have each person write down the one(s) they choose.
2. Youth should start by working as a team to place these forms of communication in chronological order of their creation. They should only use their current knowledge for this step.
3. Utilizing any available tool, give each person time to learn about one piece of communication of their choice. Tools used may range from texting, computers, magazines or conversations.
4. After youth have investigated each of their types of communication, have them present to the rest of the group about the history and uses.
5. Discuss as a group about the changes in communication related to each of the presentations.

References

Activity adapted by: Rachael Emig, Iowa 4-H Youth Development Intern;
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist

Did You Know?



Social media has recently become so popular that an estimated two thirds of the entire Internet population visits social networking sites on a daily basis. Source: nielsen.com

Glossary Words

Social media, message, signaling

Related Activities

First Impressions
Communications and Me





Talk It Over...

Share...

How did using good communication skills help you in this activity?

What was the most challenging part of this activity?

What differences did you notice about the advancements in communication as time progressed?



Reflect...

What did you observe about others during this activity?

Why do you feel it is important to understand and be able to use a variety of methods to communicate?

What is important about the historical changes in communication?

Generalize...

In what ways can people help each other to learn new things?

What did you learn from this activity that is now going to be helpful to you?

Apply...

What types of communication do you believe are most useful to you on a daily basis?

How would you teach someone about the different modes of communication?





Time Needed
45 minutes

Who's Listening

How does it make you feel when you are telling a story or talking to someone and they are not fully recognizing what you are saying? How does it feel when they are trying to take over the conversation?

Material List
Paper and writing
utensil

Introduction

People express themselves in a variety of ways: facial expressions, body language, gestures and intonation which means using different pitch in voice. The same is true for how people listen. Most people do not usually receive instruction in how to listen effectively or even realize that there are different ways to listen. Not all listening types are created equal, here are some examples:

A passive listener creates a one-way conversation for the speaker because the listener does not make an effort to connect to the other person's message.

A selective listener may not get the full message intended by the speaker because they only hear what they want to hear; they hear the things they find particularly interesting to them. This creates barriers in communication.

An attentive listener is more productive than the two previous styles by engaging with the speaker, but they still do not give their full attention. This listener is less judgmental about what the speaker has to say.

The active listener receives the speaker's message with care and respect and works to fully understand the speaker's message (both the verbal and nonverbal message). An active listener gets two messages in one—the facts and the feelings.

Learner Outcomes

Understand types of listening behaviors and how they affect messages

Education Standard(s)

Common Core Standard. Language 6-12. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, & to comprehend more fully when listening.

Success Indicator

Can identify a preferred listening style for effective communication

Life Skill(s)

Communicating with others; analyzes responses

Learn More

Listening can be really difficult in certain situations. Read this article to further understand your job as a listener: <http://www.mindtools.com/CommSkill/ActiveListening.htm>



Experience / What to Do

Experience 1:

1. Have youth brainstorm ideas and think of three times they observed different listening situations. For example, a classroom discussion, a conversation on a television show, youth at a play or a lecture all provide opportunities to help determine the listening styles involved.
2. After the youth have listed the places or activities where they have observed different listening styles, have them explain with a partner the behaviors, listening styles and outcomes of the situation for each example they observed.
3. Have each pair share one example with the entire group and have them explain how the outcome would have differed if the listening style would have been different.

Experience 2:

1. Direct youth to meet up with a partner and assign them either youth A or youth B.
2. Create a number of different situations and have youth A draw a topic.
 - A. These might include describe when you learned how to ride a bike or describe an embarrassing moment. The goal is for them to tell a story.
3. While youth A mentally prepares their “story” youth B should be prepared to listen and interpret the story told by youth A.
4. After Youth A has delivered their experience, give a piece of paper and pen or pencil to youth B.
5. Instruct youth B to rewrite the story just told on their paper. When finished they should explain the story to youth A in the way they interpreted.
6. Then switch roles and repeat the activity so each member has the chance to experience each role of listening.

Did You Know?



The Chinese written language is made up of symbols called characters. The characters that make up the words “to listen” are a combination of characters for ear, eyes, heart and undivided attention.

Glossary Words

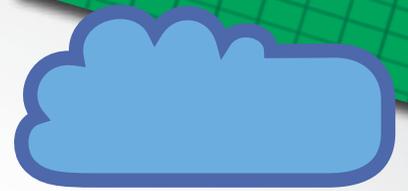
Intonation, judgmental, passive listener, selective listener, attentive listener, active listener

Related Activities

Follow My Lead
Now Hear This!
Between You and Me

References

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity “Who’s Listening” In Picking Up The Pieces: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)



Talk It Over...

Share...

What were the most difficult parts of this activity?
What kind of listener were you in this activity (be honest, it's okay)?

Reflect...

What makes listening skills an important part of effective communication?
What did you discover about your own listening style by doing this activity?
What kind of listener do you want to be?

Generalize...

How will learning about your listening skills help you?
How can you tell when another person is actively listening to you?

Apply...

Name several situations in which listening skills would be critical.
What steps will you make to improve your listening skills?





Bridging the Gap

Time Needed
1 hour plus time
outside of the activity
for each youth

Materials List
Paper, pencils

What do you know about what it means to have a communication gap? What role do you believe age, ethnicity, gender, or profession plays in that gap?

Introduction

Many people believe there is a communication gap between genders, races, age groups, and a variety of other categories in which people are separated according to certain differences. To you, it is probably easiest to communicate with peers. People similar in ages and interests tend to share vocabulary and phrasing—a verbal form of shorthand. It is also easier to communicate with siblings because they share many of the same experiences and situations. In fact, twins often share a unique language they create themselves! Many youth may find it difficult to communicate with older people or members of the opposite gender. They might also have trouble talking with teachers, neighbors, or people they have just met.

Some keys to “Bridging the Gap” can make conversations easier:

- Smiling and being friendly
- Offering a polite, firm handshake
- Showing interest in the other person by asking questions
- Listening!

This activity allows youth to discuss and learn about the communication gap between them and adults from different backgrounds.

Learner Outcomes

Understanding differences in choosing communication methods

Education Standard(s)

Common Core Standards. Speaking & Listening 6-12. Adapt speech to a variety of contexts and communicative tasks. Participate effectively in a range of conversations with diverse partners.

Success Indicator

Conduct interviews with community members about communication gaps between various audiences.

Life Skill(s)

Communicating with others—poses critical questions

Learn More

One group that youth often have a hard time communicating with is their parents. Communicating with parents may be difficult because emotions such as anxiety, anger, sadness, and even joy can interfere. It is important to remember that parents have your safety and best interests at heart and it is important to work through problems with good communication.

Try the game below with your parents to improve communication about a difficult topic for older students. http://www.education.com/activity/article/College_Board_Game/

Experience / What to Do

The goal of this activity is to allow youth to learn about the communication gap. They will interview people from varying groups and learn about their beliefs regarding communication gaps. Youth should be able to get an idea about how they originate, and learn about ways to open up communication.

Part One:

1. Have youth create a list of people they interact with on a regular basis. Are you being sure to include all those with who you interact with?
2. Then have youth put the people from their list into groups and answer the following questions with a guided discussion.
3. How do you communicate with those groups? What difference in communication methods or styles do you observe? What factors can cause differences in choice of styles? What challenges do you have when communicating with these different groups of people?

To learn more about how different groups use communication methods and tools, follow the next steps:

4. The next step is to have each youth make a list of questions they would like answered about the differences in communication style. Have each youth come up with at least four questions they could ask. You may want to have each youth share their questions with the group. This gives youth the chance to help each form ideas.

Example Questions: What communication gaps do you believe exist and between which groups do they exist? What causes communication gaps? What actions could people take to close these gaps?

5. Have youth choose five people from varying groups that they could interview before your next meeting.
6. Youth should conduct interviews of the people they identified in their free time before the next meeting. Make sure they know to set up appointments with each person. They should record who the person is and why they are unique from the others, as well as their answers to the identified questions.
7. Have youth give a report to the group about the most interesting things they learned at the next meeting and have the entire group discuss the outcomes of the interviews.

Did You Know?



Most parents probably had trouble communicating with their own parents.

Taking a time out from talking if things get tense and trying again after cooling off can lead to more effective communication.

Glossary Words

Communication gap

Related Activities

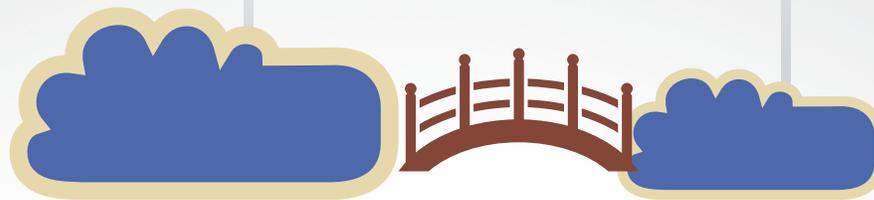
Seek To Connect
Keep It In The Family
Let's Communicate

References

Activity adapted by Amy Peyton, Iowa 4-H Intern

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist

From the activity "Bridging the Gap" In The Perfect Fit: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)



Talk It Over...

Share...

What did you learn about communication gaps?

What things made maintaining a discussion easy with the adults you interviewed?

What things made it challenging?

How did you feel as you tried to communicate with people that are different than you?

Reflect...

When is it important to be aware of possible communication gaps as you communicate with others?

How can this awareness lead to effective communication?

Why might it be important to be able to confidently communicate with others who are different than you?

Generalize...

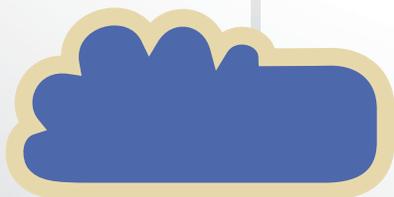
Describe a situation when you have experienced a communication gap in your own life.

What problems have you seen occur as a result of poor communication between different groups?

Apply...

How can you help close a gap when you realize that there is a communication barrier between you and someone else?

What tips can you provide other youth who are struggling with gaps in communication with groups or individuals?





Take Me As I Am

Time Needed
1 hour and outside time

Note: Background information is provided here; facilitators do not distribute to the learners until after the activity.

A successful resume must:

1. Concisely convey a positive image
 2. Show how you can meet the needs of a potential employer better than the other applicants.
 3. Motivate the employer to contact you for an interview.
- Information to include in resumes:

Goals – Careers or jobs interested in pursuing

Work Experience – Any paid “work,” full and part time

Education, Honors – List current education: grade, any special honors, awards, etc.

Skills/Talents – Speak another language, artistic or musical ability, other special skills or talents

Community Service – Any time spent giving back to the community

Interests/Hobbies - Special hobbies or interests, particularly those relating to future goals and endeavors

References – Unrelated people that know personal abilities and are able to communicate positively with prospective employer

Resume Tips

Name at top of page: underlined and/or bolded

Complete and accurate address and phone number

Highlight all capabilities and accomplishments

Use action verbs. Current activities are present tense. Past activities are in past tense.

Minimize repetition of words or phrases

Be consistent with formatting.

Make sure there are NO typos or spelling errors.

Opening Questions:

Do you have a personal resume?

What would you include in your resume?

Materials List
Pen, paper. **Optional:**
computers with internet
access and word processor.

Learner Outcomes

Learning to market skills through resumes and cover letters

Education Standard(s)

Common Core Standard.

Writing 6-12. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience.

Success Indicator

Composes a personal resume

Life Skill(s)

Communicating with others
– presents information

Learn More

For more information on resumes, and tips on finding jobs and interviews visit:

<http://youthreadychicago.org/youth/resume-writing.html>

Explore the internet for resume templates and other tips. Use what you find to enhance your resume. Explore a library career center or talk to your guidance counselor to discover other resume styles.

Experience / What to Do

Experience 1:

Note: Please follow the experiential learning cycle and encourage the use of scientific thinking processes/abilities.

Step 1:

1. Youth should choose a job from the following that they would like to apply for
 - a. Local pizzeria
 - b. Grocery store
 - c. Swimming pool
2. Have youth create a list of what they will include in their application in order to appeal to employers and start to create their own resume. This will not be a time to ask questions, encourage them to test out ideas.
3. After youth have completed their personal resume, have them partner up and compare what each person included on their resumes. Look at the share section of questions, and have youth answer these questions.
4. After seeing another example of a resume, have youth add or delete information that they now find important. At this point youth should learn from one another and make edits to their own resumes.
5. Youth should then discuss in a small group or with the entire large group why certain items were and weren't included in their resumes.
6. After the second draft of the resume is completed, have youth take their resume to a trusted adult, but not a relative. This adult should review and give feedback on the resume.
7. After the previous step youth should read the information in the introduction to get a better idea of what to include in their resumes.

Step 2:

1. After resumes are finished, youth should search on the internet for tips and templates of cover letters.
2. Youth should write a cover letter, and then review what others have created.

References

Activity adapted by Rachel Norby, Iowa 4-H Intern

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist

From the activity "Take Me As I Am" In The Perfect Fit: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)

Did You Know?



Resumes are a "working document," always changing as you have new education and work experiences.

Glossary Words

Concise, correlating, resume

Related Activities

The Great Communication Game
Becoming Clear
Best Foot Forward



Talk It Over...

Share. . .

How did you feel about the very first resume you created? In what ways did your revised resume look different from your first?

What did you learn about yourself from creating your resume?

Reflect. . .

In what ways did you convey a positive image of yourself on your resume?

Are you readily able to market your skills?

Generalize. . .

How would you make revisions to your resume for different kinds of jobs, or to accompany a college application?

How is what you learned about writing resumes important to you?

Term and Concept Discovery. . .

What does a resume mean to you?

When an employer reads your resume, how will what you have to offer benefit a prospective employer?

How can you best show your skills to a perspective employer through your resume?

Apply. . .

Prepare a resume and cover letter for a specific position you may want to seek employment at.

How can resume and cover letter writing help you effectively market your skills?

How can your resume show a potential employer that you are the best person for the position?

How can you make your resume memorable, create a favorable impression, and gain an employment interview?





Seek and Find

Materials List

Note cards, research materials (periodicals, encyclopedias, almanacs, etc - see the Did You Know section for book ideas), two poster boards, and writing utensils

How do you prepare to present information to an audience? What types of research materials do you use?

Introduction

The amount of research done for a speech will depend on the type of speech it is and the speaker's knowledge of the subject. Three main types of speeches exist that one might be required to prepare for and give.

An **impromptu speech** is a speech that is spontaneous and unplanned. If this is on a topic about which the speaker is knowledgeable, there will not be as much research.

A **persuasive speech** persuades an audience to adopt a belief or action. The speaker should use words, pauses, and tones of voice that convince the audience to adopt the belief they are persuading them to have or to take an action that they are promoting. Having good research and background information strengthens this type of presentation.

An **informative speech** provides the audience with specific subject matter content. This type of speech requires thorough research of the topic to be able to provide a rich base of accurate and comprehensive information.

Online research has become very popular. It is important to be careful and smart when using web resources. Researchers must be cautious of online materials and always check the source. Information that is online and easily accessible may not always be correct.

Learner Outcomes

Researching a speech/video topic

Education Standard(s)

Common Core Standard. Writing 6-12. Gather relevant information from multiple print and digital sources and integrate the information.

Success Indicator

Completes research on a speech topic.

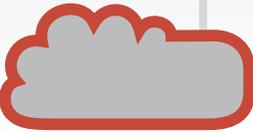
Life Skill(s)

Organizes and analyzes complex information to share

Learn More

This link provides great step-by-step information and tips on research, as well as links to more sources.

http://www.scholastic.com/kids/homework/how_to_research.htm



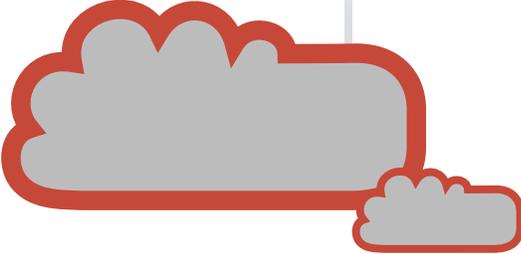
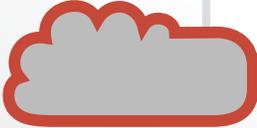
Experience / What to Do

If this group has already done the Seek to Connect, this activity may build off it by using the topic that they selected. If not, have the youth start by brainstorming topics and selecting one that is interesting to them.

1. Have youth brainstorm ideas of ways they can gather information about their topic. Encourage them to think outside the box instead of relying on sources such as the Internet and newspapers. Record their ideas on a big poster board.
2. Now, have youth brainstorm types of information they should look for. Examples include quotes, statistics, expert opinions, personal stories, etc. Once again, encourage them to be creative. Record these ideas on the second poster board.
3. Show youth the research materials you have prepared and have them start searching for information on their topic. Give them each a stack of note cards. For each note card, have the youth record one piece of information they found, what type of information it is, and where they found it.
4. Once the youth have compiled enough information, have them go back through their note cards and decide which information is important or not to include in a speech about their topic.

Also, review the information and decide what information comes from good sources. Have each youth choose one note card they found useful and one that is not a good fit and share with the group why they made these decisions.

*Note: The activity, **Speeching Up**, can build on this activity by showing youth how to take the information they have gathered and develop it into a speech.*



Did You Know?



The following books are good sources to find information about a large variety of topics. These books provide interesting information to improve a speech

Famous First Facts

Lists American firsts
Guinness Book of World Records
Organizes record-setting achievements

Bartlett's Familiar Quotations

Quotations arranged chronologically under 2,250 authors' names

Roget's Thesaurus of Words and Phrases

Thousands of words and phrases arranged according to meaning

Glossary Words

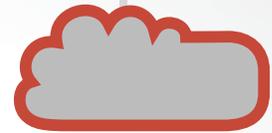
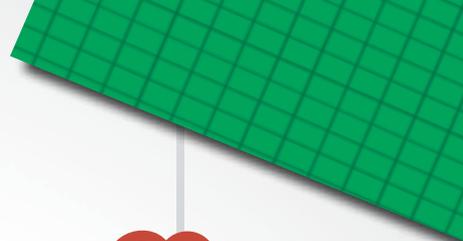
Impromptu, Persuasive, Informative

Related Activities

Resource Detectives
Quotes
Seek to Connect
Speeching Up

References

References Activity adapted by Kourtney Determan, Iowa 4-H Intern
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity "Seek and Find" In *The Perfect Fit: Communication Activities for Youth* produced by The National 4-H Cooperative Curriculum System, Inc. (2005)



Talk It Over...

Share. . .

- What type of information was the most fun to collect?
- Which materials were the most informative about your topic?
- How did you decide what information was important?
- What information was suspect (something that you think might not be true)?

Reflect. . .

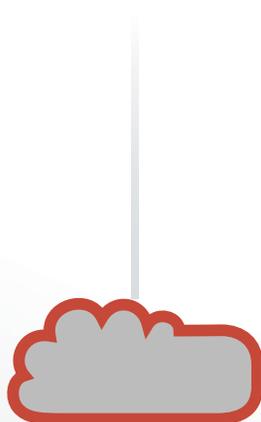
- How did the types of research material differ?
- Why was it hard to find creative sources for your research?

Generalize. . .

- What ways have you used similar research approaches in your daily life?
- What new research materials had you never thought to use?
- How were these sources more difficult to use than the ones you use daily?

Apply. . .

- Where can you use the skills you developed in this activity?
- How can they assist you in these other areas?





Face Up to Social Media

Time Needed
45 minutes

Materials List
Notecards, pens, paper



In what ways do you use social media in your everyday life? How do you personally monitor your own comments, opinions and interactions with others?

Introduction

Social media includes the various online technology outlets that enable people to communicate easily via the internet to share information and resources.

This growing technology has shaped the way people communicate. Those using social media include youth, adults, businesses, as well as professional and non-professional organizations.

Social Media:

- Allows for the exchange of knowledge
- Creates new relationships
- Unites common groups
- Increases social awareness
- Provides opportunity for sharing opinions or recommendations

Many youth communicate through social media without being aware of the impact their words have on themselves and others. It is important to remember that what is posted on the internet is permanent. Always think about that fact before posting online.

Learner Outcomes

Understand how informal and formal messages are sometimes blurred

Education Standard(s)

Core Curriculum Standard. Speaking & Listening 6-12. Participate effectively in a range of conversations & collaborations with diverse partners, expressing their ideas clearly & persuasively.

Success Indicator

Identify appropriate and inappropriate messages/ social media

Life Skill(s)

Communicating with social media

Learn More

Communicating with social media is a global issue. Learn from the United States government about how to safely and appropriately communicate through social media.

<http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm>



Experience / What to Do

Have youth discuss the ways they use social media and define appropriate and inappropriate communication in that specific context.

Step 1:

1. Give each member of the group 2-3 note cards or a piece of paper.
2. Advise them to write comments or posts they have personally made or have seen on a social media site. Encourage them to share a variety of comments. You can also have some prewritten comments to ensure a variety of appropriate and inappropriate comments.
3. Place all the comments in one pile.
4. Designate an area to place appropriate versus inappropriate comments for the next step of the activity.

Step 2:

This portion of the activity will be in 3 rounds, using the written comments contributed by the group. Imagining themselves in each of the following situations, ask youth to place the comments in the designated area according to the appropriateness and discuss the reason for their decisions.

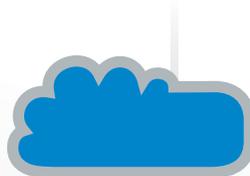
Round 1: Imagine that you are receiving comments from another peer.

Round 2: Imagine you are an adult, such as a 4-H leader, teacher etc. and see these comments in a conversation between two familiar youth.

Round 3: Imagine you are an employer looking to hire employees.

Optional:

Have youth review and evaluate online newspaper articles or other online site that allows reader comments.



Did You Know?



Science and social science have at least two different ways of citing sources: the MLA (Modern Language Association) <http://www.mla.org/style> and APA (American Psychological Association) styles. <http://www.apastyle.org/>

Glossary Words

Plagiarism

Related Activities

Resource Detectives

References

Activity created by: Rachel Norby and Rachael Emig, Iowa 4-H Youth Development Interns;
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist



Talk It Over...

Share...

What did you learn about communicating with social media?
How did you feel when discussing inappropriate comments?

Reflect...

Identify comments that you have made in the past that you would now eliminate or revise after completing this lesson?
How did you decide if the comments made were appropriate or inappropriate?

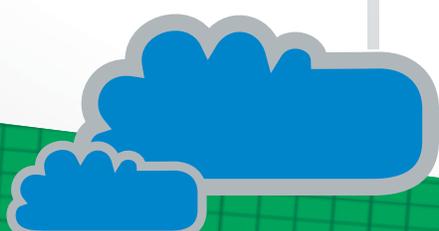
Generalize...

What comments or posts identified are inappropriate at any time?
How is communicating appropriately through social media important to you and your reputation?



Apply...

How do you plan to use what you have learned to teach others about appropriate and inappropriate ways to communicate through social media?
How would you go about sharing with a friend any inappropriate comments or posts they may have made?





Time Needed
2 Meeting times or 2 hours

Keeping Safe

What precautions do you currently take to stay safe on the internet?

Materials List
Research materials,
computer, posters, markers

Introduction

The internet is an amazing tool that is constantly used in today's society. It is important to know how to stay safe and protect yourself and your family when using the internet. Financial information, personal location and addresses are things that generally should not be shared over the internet.

There is no such thing as "private" on the internet!- Never post anything you wouldn't want a college admissions office or a future employer to see.

The Golden Rule- if you wouldn't do something in real life, don't do it online.

Communicate- If you see something suspicious or harassing on the internet, tell an adult.

Stay in safe neighborhoods- Create a list of safe sites that you trust to complete school work or interact with others and try to stay within those.

Following these guidelines will help keep you and your family safe while using the internet.

Learner Outcomes

Understand online risks to personal and family safety.

Education Standard(s)

Core Curriculum Standard. Reading 6-12. Read closely to determine what the text says explicitly & to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Success Indicator

Identify ways to reduce risks online

Life Skill(s)

Researching a topic

Learn More

This online resource has youth games and facilitator and parent resources that cover a wide variety of online security and safety issues.

<http://onguardonline.gov/media/>

Experience / What to Do

Activity 1: Spread the word!

Step 1: Give youth the chance to complete research on internet risks and safety using any available resources. Depending on group size and resources, research could be completed outside of the group and brought to the next meeting.

Some recommended sites to begin your research are:
ikeepsafe.org (<http://www.ikeepsafe.org/>)
Pewresearch (<http://pewresearch.org/topics/internetandtechnology/>)

Step 2: After youth have completed research about internet safety have them create a poster, flyer or brochure, or presentation. Based on their interests, students should decide how they would like to deliver the message. Their materials should be best suited for the audience they choose.

Step 3: Have youth schedule a time to show their posters with a group of younger youth and share the information they have learned.

Optional Activities:

*Further research: Have youth look into their school internet policy, 4-H internet policies, or any state policy.

*Have youth check their personal sites for anything that should be removed.

*Develop a club webpage containing internet safety topics and resources.

Did You Know?



62% of teens using social network sites have private security settings to protect themselves from risk and strangers.
pewresearch.org

Glossary Words

SNS is an acronym for social network site, social networking

Related Activities

Checking Your Chat
Calling Out
Face up to Social Media

References

Activity created by Rachael Emig and Sara Goemaat, Iowa 4-H Interns

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist



Talk It Over...

Share. . .

What was one of the most surprising pieces of information you found while completing your research?

What were some of the reactions of those you shared information with?

Reflect. . .

After this lesson, what changes about your current internet practices do you want to make?

Generalize. . .

What other forms of communication could you apply your internet safety skills to?

Apply. . .

What will you change about the way you use and communicate over the internet after this lesson?

Who else would you like to present this information to?

How would you present this information to others?





Calling Out

Time Needed
45 minutes

Materials List
Poster board, markers,
notecards



What pieces of technology do you use most to communicate? In what ways do you use this technology and how important is it to you?

Introduction

The capabilities of cellular devices have been rapidly increasing in popularity. Almost anywhere you look you can see someone using personal technology. Through the years the capabilities of such technology have increased dramatically.

Cell phones are no longer just used for making telephone calls. As cell phone capabilities continue to grow, it is important to understand the proper way to use them and communicate effectively and responsibly.

Some common ways to use cell phones include:

- Text Messaging
- Taking Photos
- Recording Video
- Playing Games
- Calendar Sharing
- Social Media
- Online Banking
- Weather
- Maps, GPS, and much more.

Learner Outcomes

Understanding interpersonal electronic communication usage.

Education Standard(s)

Common Core Standard.
Speaking & Listening 6-12.
Adapt speech to a variety of contexts and communicative tasks.

Success Indicator

Evaluate own cell phone usage and etiquette.

Life Skill(s)

Communicating with others

Learn More

Manners are just as important when communicating with a cell phone as they are when speaking face to face. This may be more difficult to remember because of the convenience that cell phones provide. Below is a top 10 list of things to remember to communicate politely while using cell phones. <http://www.emilypost.com/home-and-family-life/children-and-teens/446-top-ten-cell-phone-manners>

Experience / What to Do

Part 1:

Create a chart similar to the one below on poster paper and have youth add their information to one column as they enter the meeting.

| In One Week | Name | Name | Name | Name | Total |
|--|------|------|------|------|-------|
| Time spent talking on cell phone | | | | | |
| Time spent using cell phone for texting | | | | | |
| Time spent using other cell phone applications | | | | | |
| Totals | | | | | |

Discuss with youth the variety of ways they are using their cell phones for communication and other uses. Ask them questions to help them reflect on how important different types of technology are to them and what they believe would be appropriate and in appropriate uses of their cell phones.

Part 2:

1. Separate youth into groups of no more than 3.
2. Using note cards and markers, have youth write down how they have seen others use their cell phones in public. On the top of each card the location of the cell phone use should be written and under the location the subject of their conversation should be added (ex. Airport- talking about fixing the family car). Each group should complete 5-10 cards.
3. Have youth decide if they think this cell phone use was appropriate or inappropriate for the location it took place. Have them write this on the card with two reasons why.
4. As a group choose 2-3 cards and prepare to play act the cell phone use to the rest of the group.
5. Have each group present and have the audience decide if the cell phone use was appropriate or in appropriate and why.

Extended activity option:

- Challenge youth to keep track of their actual time spent on each of the categories listed above for one week.
- Have youth report back and discuss at next meeting. How did the actual time vary from their previous estimates?

References

Activity adapted by: Rachael Emig, Iowa 4-H Youth Development Intern;
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist



Did You Know?



26% of teens say they have been bullied or harassed through a text message. Think about only sending messages you would want to receive yourself!
wordpress.com

Glossary Words

Texting, cellphone, personal technology

Related Activities

The Higher Choice
Don't Be Bullied
Checking Your Chat



Talk It Over...

Share...

In what way do you communicate most frequently?
How has the type of technology you use to communicate changed over time?
What surprised you the most about the survey regarding the time spent using technology?

Reflect...

What kinds of things do you talk about in your phone or texting conversations?
What portion of your cell phone time do you consider to be extremely important?
What cell phone use did you think was appropriate before this activity and what do you now think?

Generalize...

How many times do you choose to speak to a friend using your cell phone instead of personally?
How does location factor in when having a cell phone conversation?

Apply...

How will you make changes to the way you use technology as a result of this activity?

What is one piece of advice you would share with your peers about the way they use technology?





Time Needed
25 Minutes

In the Limelight

Materials List
Scissors, Paper, Writing
Utensils, Newspapers and
Magazines

How do advertisements affect your mood, emotions, and/or attitude?

Introduction

Advertisers study characteristics of advertisements, such as color, to determine what will motivate people to buy their product, become knowledgeable about something, or even vote for their candidate. Advertising connects a product or service to an audience who will want or need it.

Effective Advertisement Factors

Three basic factors contribute to effective print advertising. They are **simplicity**, **realism**, and **relationship to the reader**.

Simplicity: The elements of the advertisement should be arranged so it is understandable as a unit and the idea is easy to grasp. There should be a sensible and orderly arrangement of features to eliminate reader confusion.

Realism: The illustration or photograph must portray an idea that is relevant to the reader. Attention-getting devices that do not pertain to the ad itself are irrelevant and cause confusion.

Relationship to the Reader: Anything that can be done to establish a personal connection between the advertisement and the reader will help produce more thorough reading and a better understanding.

Ways to Advertise include:

Word of Mouth, Business Cards, Flyers and Posters, Bulletin Boards, Classified Ads, Displays, Local Radio and TV, Websites, and Buttons

Learner Outcomes

Evaluating advertisements

Education Standard(s)

Common Core Standard. Speaking & Listening 6-12. Evaluate information presented in diverse media & formats, including visually, quantitatively, & orally.

Success Indicator

Critiques advertisements

Life Skill(s)

Communicating with others
– critiques presentations

Learn More

Use what you have learned about advertising to create your own cereal box or soda ad.

*http://pbskids.org/dontbuyit/advertisingtricks/cerealbox_flash.html

*http://pbskids.org/dontbuyit/advertisingtricks/createyourownad_flash.html

Experience / What to Do

1. First, have youth brainstorm the types of things they notice when they are looking at magazine advertisements. Have each youth make a chart similar to the one below. The chart should include five columns of things the youth might notice and then four rows for advertisements.
2. Have youth look through various magazines or newspapers and tear out four advertisements that catch their attention. Have them number each advertisement 1-4.
3. Each youth should then fill out the chart by commenting on the qualities for each characteristic that made the ad stand out to them. Hint: Youth should look for simplicity, realism, and relationship to the reader to discuss in their comments.
4. After all youth have finished their charts, have them present one of the four ads to the group and talk about how it relates to simplicity, realism, and relationship to the reader and what made the ad attractive or persuasive.

| Ad | Product | Magazine Title | Color | Font | Layout | Photo Graphic | Why Eye-Catching |
|----|---------|----------------|-------|------|--------|---------------|------------------|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |

Did You Know?



Every person sees an estimated 3,000 advertisements a day. Of these, 80 will be noticed and only 12 will cause some reaction.

Glossary Words

Simplicity, Realism, and Relationship to the Reader

Related Activities

Prepare, Present, Critique
Speech Check Off
Savvy Skillathon

References

Activity adapted by Kourtney Determan, Iowa 4-H Intern
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
From the activity "In the Limelight" In *The Perfect Fit: Communication Activities for Youth* produced by The National 4-H Cooperative Curriculum System, Inc. (2005)



Talk It Over...

Share...

What elements did you find important in advertisements?
Which was your favorite advertisement?
What made it your favorite?

Reflect...

What made you originally choose the advertisements?
What elements made it stand out the most?
How was the advertisement simple, real, or relatable?

Generalize...

When has there been a time that you were persuaded to act because of an advertisement?
What did it persuade you to do?



Apply...

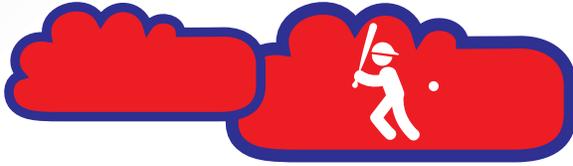
How can you use your knowledge of effective, persuasive advertising to be a smarter consumer?
How can you use your knowledge of advertising techniques in everyday life?





Step Up To the Plate

Time Needed
1-2 hours, more time for
extended research



Materials List
Paper, pens, computer
with internet connection,
telephone for researching.

Have you ever wanted to run for an elected office position? Does the world of politics interest you?

Introduction

Most people who get involved in public positions want to make a positive change in their environment, local community and even the world.

Running for mayor, city council, the school board, officer of a 4-H club or class president entails knowledge of current trends and issues, conducting a campaign and an understanding of the responsibilities of the position.

At the heart of every successful campaign lies a strong platform. The **platform** includes the strategies that would be employed once elected to meet the needs of the citizens.

It is important to know the responsibilities of possible positions. Being able to analyze the issues and propose solutions that will be acceptable to the public is a good strategy for a successful campaign.

Learner Outcomes

Leading others

Education Standard(s)

Core Curriculum Standard. Writing 6-12. Conduct short research projects based on focused questions, demonstrating understanding of the subject under investigation.

Success Indicator

Selects an office (to run for) or public issue and develops platform or position

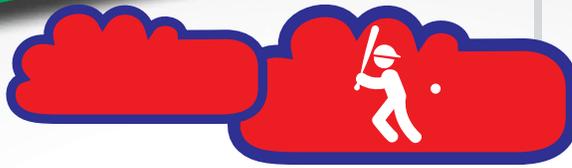
Life Skill(s)

Communicating with others – presents complex information

Learn More

For information and links to learn how to talk to youth about politics and about political parties visit the links below. Also Job-shadow a local government official for a day. Share with others the most surprising things you learned about the job and the official.

http://kidshealth.org/parent/positive/family/voting_banner.html
<http://www.scholastic.com/teachers/article/political-parties>



Experience / What to Do

1. Have youth brainstorm elected positions in their community/state/nation. Ask them what position they would like to run for in the future and possibly even ones they would like to hold in the extended future. They should choose at least three positions for the following steps.
2. Research the responsibilities related to each office they have chosen. If needed, have youth call city hall, talk with an organization representative or visit a local library.
3. While researching the responsibilities of each position, have youth ask officials what public issues and needs are currently being addressed or needing attention to create a platform.
4. Use the following table to layout the information that youth have collected.

| Office | Responsibilities | Possible Platforms |
|--------|------------------|--------------------|
| | | |
| | | |
| | | |
| | | |

5. Ask youth: If there was one position you could run for today what would it be? Use the following layout. Have youth create their platform and chosen issues.

I have decided to run for the office of _____
 I will run on the platform of _____
 I have chosen this issue because _____

6. Have youth share their platform and decide on the next steps to lead others.

Did You Know?



Who can be President of the United States of America?

Someone who is:
 A natural-born citizen of the U.S.

At least 35 years of age

A resident of the U.S. for at least 14 years

Glossary Words

Platform

Related Activities

Speeching Up
 Illustrated Talks



References

Activity adapted by Rachel Norby, Iowa 4-H Intern
 Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist
 From the activity "Step Up to the Plate" In The Perfect Fit: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)



Talk It Over...

Share...

What did you learn about elected positions?

What did you find most challenging when gathering the information?

Reflect...

How did you decide which office and platform to select?

How do you think communication skills would help promote your platform?

Generalize...

In what other situations might you use what you learned about decision-making skills?

What have you learned about yourself with regard to choosing a career in politics?

Apply...

How can you use what you have learned to benefit yourself in the future?

What steps do you need to take now if you want an elected position or to help others gain an elected position?





Linked Up

Materials List
Paper, writing utensils,
Internet access

Time Needed
30 minutes in meeting,
2-4 hours outside of
meeting

In what ways can you work in groups over the Internet or mobile devices to accomplish a project?

Technology affects almost every aspect of each day. Improvements and advances in technology have greatly changed the way people communicate with one another. The Internet, smart phones, and tablet computers make communication faster and easier. Communication has evolved from face-to-face and written letters to e-mails and online chats. Cell phones replaced landlines and webcams replaced instant messaging. No one knows what new technologies will appear in the communication world in the future.

Communication tools such as Skype, emails, and teleconference have facilitated contact between loved ones in faraway places and people working in different regions. People can perform a variety of activities, such as booking flights or purchasing items without even stepping out of their homes. Social websites such as Facebook and Twitter have built a virtual world where changing statuses, updating photos, and commenting on others' posts have become an increasingly popular way to socialize. Communication combined with technology to open up a variety of possibilities.

Learner Outcomes

Use technology to communicate as a team member

Education Standard(s)

Core Curriculum Standard. Writing 6-12. Use technology, including the internet, to produce & publish writing & to interact & collaborate with others.

Success Indicator

Team completes and presents report or presentation

Life Skill(s)

Learns about using technology as a tool

Learn More

The following website provides several lesson plans to lead youth through activities that allow them to explore more ways technology has evolved.

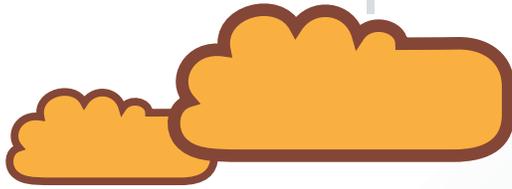
<http://www.macmillanmh.com/tlxnews/2011/09/how-has-technology-changed-the-way-we-communicate-2/>



Experience / What to Do

Experience 1:

*Before starting this activity, select one media application for each group of 4-6 youth.

1. Divide youth in to groups of 4-6.
 2. Have each youth create a list of the types of technology they use to communicate. After listing the types of technology have them describe in what ways they use it to communicate.
Examples include: LinkedIn, Google Documents, chat, Facebook, Dropbox, E-mail, Skype, Prezi, etc.
 3. Youth should then compare the lists within their individual groups and discuss media applications that are less common. The goal should be for each youth to learn about a new communication tool.
 4. Assign each group a different application or let them choose one they would like to use, but make sure each group has a different application.
 5. Each group will use the time until the next meeting to complete a project. Groups need to pick a topic, research that topic, create an outline, and prepare a visual. They will only be able to prepare the project using the application that their group is assigned.
 6. After presenting at the next meeting, discuss as a group how the communication application worked or did not work to complete each part of the project.
- 
- 

Did You Know?



Ray Tomlinson gave society one of the greatest communication tools in history. He invented email back in 1971 -- essentially fostering global business communication and turning the Internet into a digital kitchen table for far-flung family members.

Source: Datamation

Related Activities

Do-Able Demo
Communication
accessorizing

References

Activity created by: Amy Peyton and Kourtney Determan, Iowa 4-H Youth Development Interns

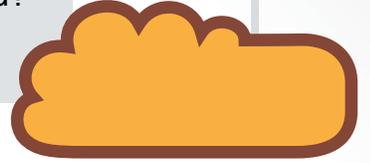
Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist



Talk It Over...

Share...

What communication applications did you find to be the most commonly used?
What did you learn about new communication applications?



Reflect...

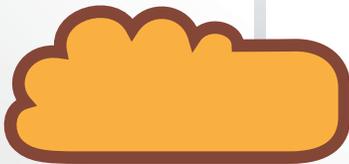
What challenges did you encounter while only being allowed to communicate using one application?
How did the size of your group affect the way you worked together?

Generalize...

What tools are better for making visuals as opposed to compiling research?
Did the language/communication used within your group change due to communicating online?

Apply...

How can you adapt these communication applications to be more efficient in your life?





Time Needed
30-45 minutes plus
additional outside time

Film Fest

Materials List
Paper, pencil, computer,
video software, recording



Do you want to learn to make, edit, and share a video?
Have you ever thought about telling a story using
digital media?

Introduction

Filmmaking can be an innovative way to explore new ideas, express visions, and learn creatively. As new technologies develop, there are myriad tools to help create films and places to share them with others.

Although there are many different tools available to record a video, the essential pieces of the message are the same.

*Plan- Who, what, where, when, and why.

*Storyboard- Visual sketch and notes of major scenes to be filmed. This should be detailed so when you go to capture video all parts are remembered.

*Editing- Cutting and piecing together clips of video, adding transitions, and choosing music tracks, etc.

Digital storytelling is a fun way to share a message with others. You can do it by yourself or enlist a group of friends that are also interested and learn more about it together.

The 4-H Digital Storytelling materials provide a detailed background in how youth can develop their own video.

Learner Outcomes

Express yourself using digital storytelling as your medium. Using teamwork to effectively communicate.

Education Standard(s)

Core Curriculum Standard. Speaking & Listening 6-12. Integrate & evaluate information presented in diverse media & formats, including visually, quantitatively, & orally.

Success Indicator

Creates a video

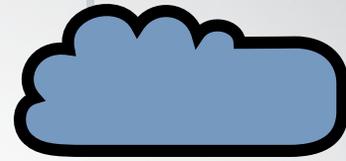
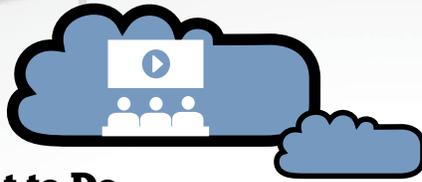
Life Skill(s)

Telling a story through digital media. Teamwork

Learn More

Check out the 4-H Filmmaking Studio and Workshop, the online space to learn about filmmaking, digital storytelling, and videography. On the main page, you'll find video workshop modules to assist you with making your own films.

<http://www.4-h.org/resource-library/curriculum/4-h-filmmaking/>



Experience / What to Do

1. If the group is new to digital storytelling show them a few examples to capture their interest. A suggested resource is.

<http://www.4-h.org/resource-library/curriculum/4-h-filmmaking-studio-and-workshop/clips-and-tips/>

2. Have youth divide into small groups to create a 3-5 minute video.

3. Ask each group to develop a plan. First chose a topic that interests the group (robotics, cooking, camping, etc.) Make sure every group member gets their voice heard.

The plan should include the who, what , when, where and how, as well as what type of message/video youth want to create (i.e. entertainment, persuasive, informative).

4. Next, share with youth about how to storyboard. (Make copies of next page and hand out to youth). Each box will capture a moment of the video with a quick sketch and below the details should be written. This should include what character(s) are in the frame, what is being said, where the subject is moving to, and where the camera is.

*The following steps can be done outside of meeting time and presented at the next meeting.

5. Once each group has a finished story boarding the youth will record the video and edit as needed. Encourage youth to shoot plenty of video because after editing etc. they should have a 3-5 minute video to share.

6. Youth should then edit their video. This can include cutting out video, changing the sequence, adding transitions etc. You may want to bring in a speaker to share with youth how to take great video and to edit.

7. The next step is for voice over to be added (if needed) and music / effects to be added.

8. Groups will share their completed video at the next meeting.

9. Add new video to your group's website or plan a video night for youth to share with family and friends.

Did You Know?



Many states host film festivals to give youth a chance to show off their digital creations. Check out your state website for more information!

Glossary Words

Storyboard

Related Activities

Presentations in a Techno-World

Editing Resources

There are many inexpensive video editing programs available. A few options are

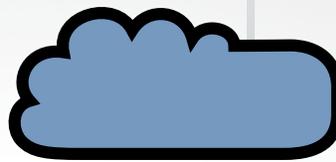
-iMovie
-Windows Movie Maker
-Pinnacle Videospin



References

Activity created by: Sara Goemaat, Iowa 4-H Intern

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist



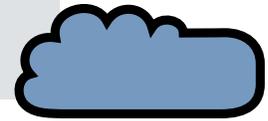
Talk It Over...

Share...

What was the topic your group decided to pursue?
What was the most challenging about creating the video?
What type of message did you want to share?

Reflect...

How did working with a group help you complete this activity?
What did you learn about digital storytelling by completing this activity?



Generalize...

How important was it to have your video planned out before actually shooting the video?
How does good communication between team members improve the final video product?

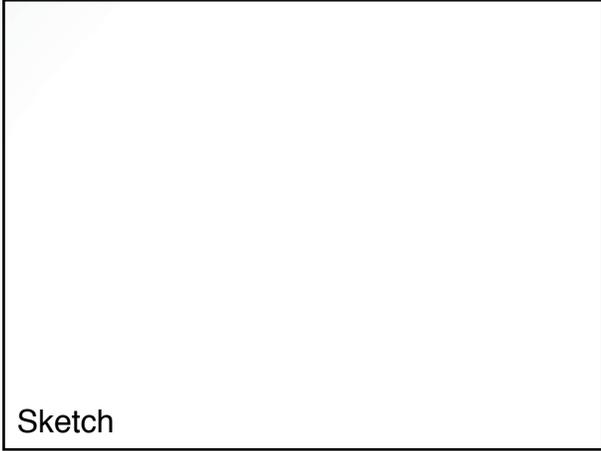
Apply...

How can you use digital storytelling to help others?
How will the video skills and teamwork skills you learned help you in the future?



Storyboard Template

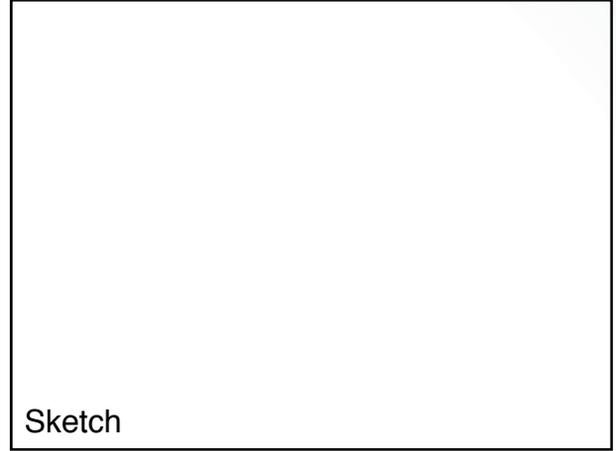
Name _____



Action _____

Dialogue _____

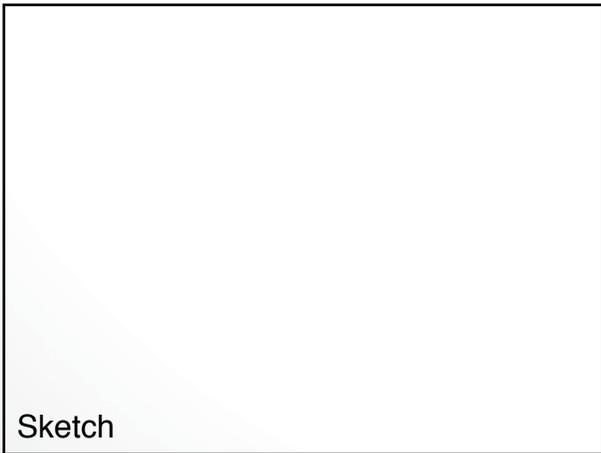
Time & Notes _____



Action _____

Dialogue _____

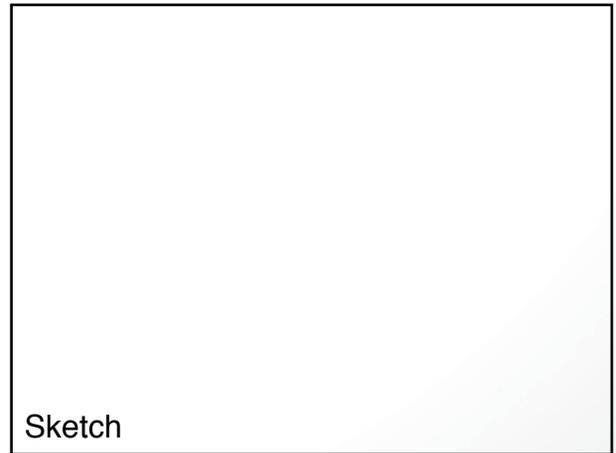
Time & Notes _____



Action _____

Dialogue _____

Time & Notes _____



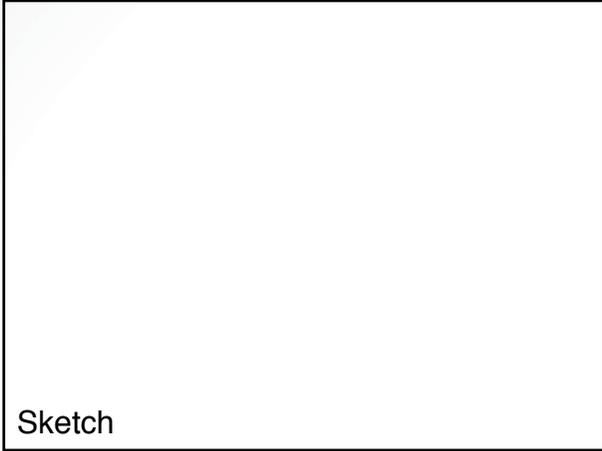
Action _____

Dialogue _____

Time & Notes _____

Storyboard Template

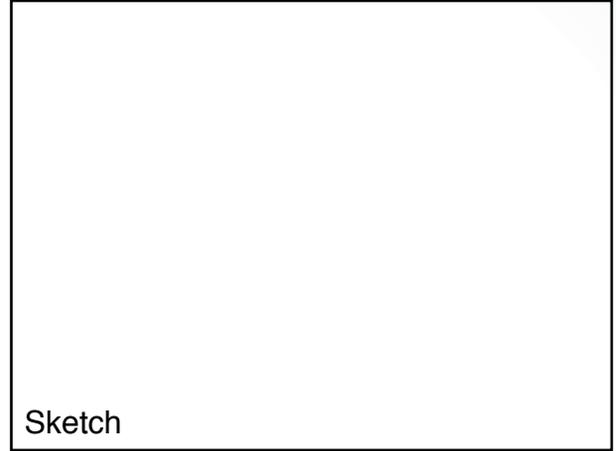
Name _____



Action _____

Dialogue _____

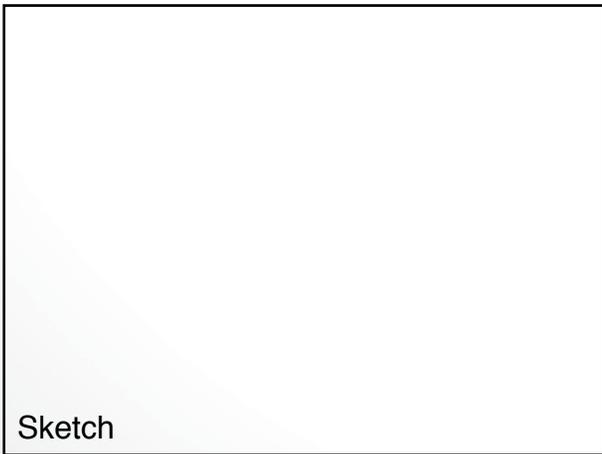
Time & Notes _____



Action _____

Dialogue _____

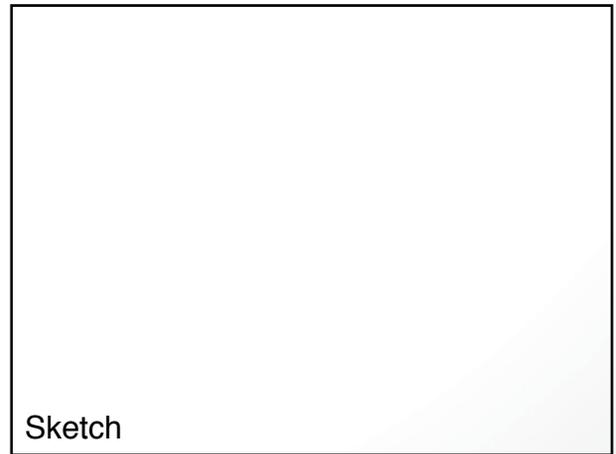
Time & Notes _____



Action _____

Dialogue _____

Time & Notes _____



Action _____

Dialogue _____

Time & Notes _____



Savvy Skillathon

Time Needed
Varies

Materials List
Printed activity plan
sheets (next page), pen
or pencil

Have you ever participated in a skillathon? What skills are needed to plan and run an event?

Introduction

In this activity youth will work together to prepare a skillathon for other youth or adults. A skillathon is set of challenges/activities where youth can demonstrate learning by going from station to station. There are a number of important pieces to developing a skillathon that will help strengthen leadership and planning skills while using communication.

Great learning and leadership happens when youth are empowered to create a skillathon for other students or adults. Activities in this Communication's Curriculum make excellent Communication Skillathon challenges. Below are some other examples of stations for a skillathon:

Move That Message: You are in a foreign city and trying to get information from someone who does not speak your language. Task: Using only gestures, communicate the message on the card. Trade roles with another team member.

Supplies: Individual cards with questions and statements such as, where is the movie theater? I need a hotel, or I feel sick. Express in Art: You have been asked to create an art piece that portrays conflict.

Task: Use the art supplies on the table to create the art piece., scissors, glue tape.

Learner Outcomes

Plan and organize a communication skillathon.

Education Standard(s)

Core Curriculum Standards. Speaking & Listening 6-12. Prepare for & participate effectively in a range of conversations & collaborations with diverse partners, building on others' ideas & expressing their own clearly & persuasively. Writing 6-12. Produce clear & coherent writing in which the development, organization, & style are appropriate to task.

Success Indicator

Organize and conduct a skillathon

Life Skill(s)

Event organization and communication skill practice

Learn More

This extension publication goes into great detail of the purpose and planning of a skillathon.
<http://www.4-hmilitarypartnerships.org/doc12953.ashx>

Experience / What to Do

There are many tasks to accomplish a skillathon. Below are pieces to help you plan a successful skillathon!

1. Plan a skillathon using the activities from this communication curriculum and enter information about the activity in the card below.
2. Follow the skillathon model, setting up stations for each activity.
3. Conduct the skillathon at your next meeting or event.

| |
|---------------------------------------|
| Skill to be practiced: |
| Project Skill: _____ |
| What youth will do: _____ |
| Situation: _____ |
| Task: _____ |
| Materials involved/time needed: _____ |
| Questions to ask: _____ |
| Share: _____ |
| Process: _____ |
| Generalize: _____ |
| Apply: _____ |

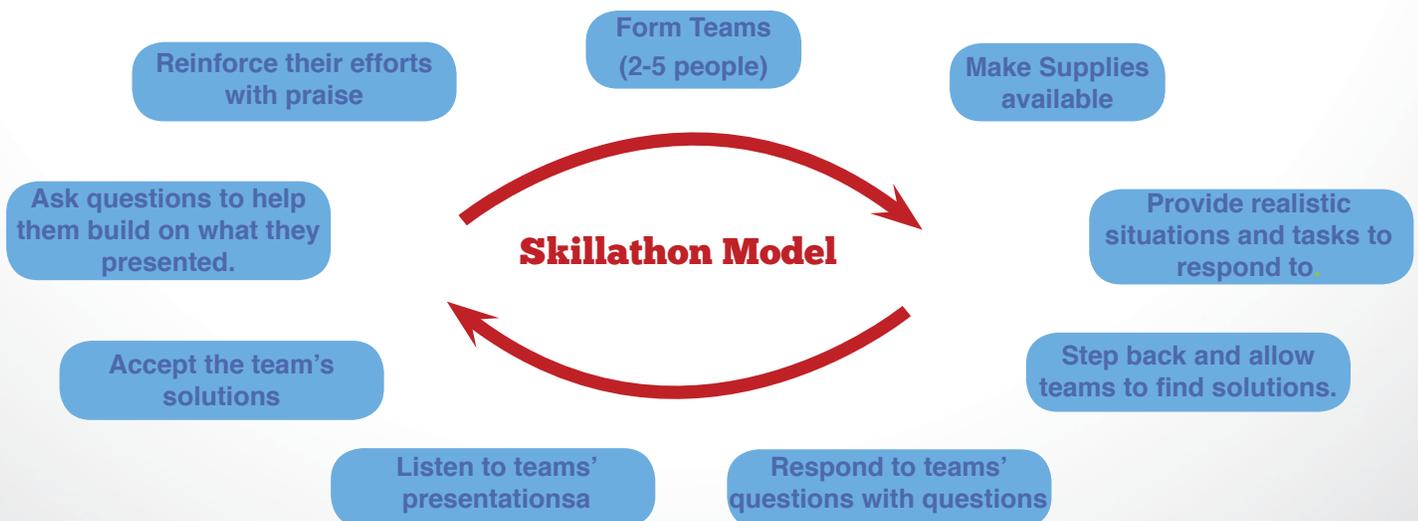
Did You Know?



There is a National Communications Association that works specifically for promoting the widespread appreciation of the communication in public and private life and there are currently over 8,000 members.

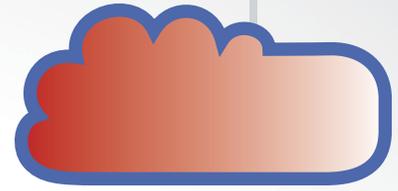
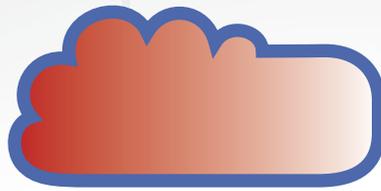
Related Activities

You're Hired



References

Activity adapted by: Rachael Emig, Iowa 4-H Youth Development Intern;
 Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Youth Development Program Specialist. From the activity "Savvy Skillathon" in Communication Helper's Guide: Communication Group Activities produced by the National 4-H Cooperative Curriculum System, Inc. (2005)



Talk It Over...

Share...

What was it like to plan and conduct a skillathon?

What were the most difficult and easiest things about providing leadership for a skillathon?

Reflect...

What did you learn from completing this activity?

What makes it important to take time to plan carefully?

Generalize...

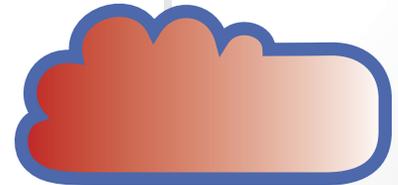
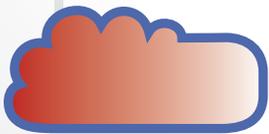
How did leading and planning compare to anything that happens in a classroom?

What did you learn about leading that will help in you in the future?

Apply...

How could you be an even better planner and organizer??

What type of event would you like to plan next?





Time Needed
20 minutes plus a day to
conduct the job shadow

You're Hired

Have you ever wondered what a typical day in a communications career is like?

Materials List
Paper and writing utensils,
Dress clothes, a journal, &
transportation on the day of
the job shadow

Introduction

Job shadowing is just one way to explore potential careers. It offers the opportunity to observe the day-to-day responsibilities required in a job. Through this experience, you are able to analyze the necessary skill strengths for a job, make a plan to enhance your abilities, or even change career directions. Job shadowing can help you network or introduce you to people who can connect you with opportunities that can increase your chances of gaining entry into your chosen career.

Career development includes a number of components and steps to help you identify your career interests. It includes things like matching your interests with industry opportunities, investigating careers, and making educational decisions based on your aspirations or goals.

Ultimately, you will likely select an academic course of study or major based on your career choice.

Learner Outcomes

Identify educational requirements and skills needed for a career

Education Standard(s)

Core Curriculum Standard. Writing 6-12. Conduct short research project based on focused questions, demonstrating understanding of the subject under investigation.

Success Indicator

Job shadow a communication profession and identify entry level skills needed for that career

Life Skill(s)

Professional communication and representation

Learn More

By now, youth will most likely have identified their career interests and are actively exploring those careers. The link below is an interest inventory that can help youth identify their interests and abilities, and match them to career categories.

<http://www.learnmoreindiana.org/careers/exploring/Pages/IndepthCareerInterestInventory.aspx>

Experience / What to Do

After youth complete the Treasure Hunt activity and identify their career opportunities and interests, they should complete this activity to gain a better understanding about their top career path.

Youth should start with their top choice and job shadow that specific career to learn more about a typical day on the job

Note: If you have not completed Treasure Hunt, have them brainstorm a list of careers in their community that they could visit to learn more about and prioritize them by their interests.

1. Have youth make contact with the company or organization and the person who holds the position they want to shadow.
2. Encourage youth to share with their contact what their goals are for a day long job shadow experience. Examples could be time to observe their work and time to talk to them about their career.
3. If the contact agrees to conduct the job shadow, remind youth to follow-up with getting details concerning date, start time, length of time, directions to the meeting site, parking, lunch provisions, and dress code. Advise youth that if the contact denies a job shadow opportunity to thank them for their time and to contact their second choice.
4. Have youth brainstorm and write down a list of things to observe and questions to ask.

Examples of things to think about include:

- Salary and benefits
 - Education and experiences required
 - Day-to-day working conditions
 - Degree of interaction with others
 - Ways they use communication in their work
 - Communication importance in their work
 - Ways to gain entry into the field.
5. Youth should then each complete the scheduled job shadow. They should write a brief summary of what they learned and share it with the group at the next meeting.

References

Activity adapted by Amy Peyton, Iowa 4-H Intern

Reviewed by Judith Levings, Associate Director, Iowa 4-H Youth Development and Mitchell Hoyer, Iowa 4-H Program Specialist

From the activity "Treasure Hunt" In The Perfect Fit: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2005)

Did You Know?



Started in 1997, Ground Hog Job Shadow Day is a national job shadowing initiative sponsored by Monster and News Corporation. The program is coordinated by the National Job Shadow Coalition, which consists of America's Promise, Junior Achievement, and the U.S. Departments of Labor and Education. True to its name, Ground Hog Job Shadow Day kicks off every year on February 2, but continues throughout the year. According to their web site, over 1,000,000 students and 100,000 businesses participate each year.

Glossary Words

Job shadowing, career development, interest inventory

Related Activities

Treasure Hunt
Linked Up



Talk It Over...

Share...

What were the reasons you chose to job shadow where you did?
What factors influenced this decision?

Reflect...

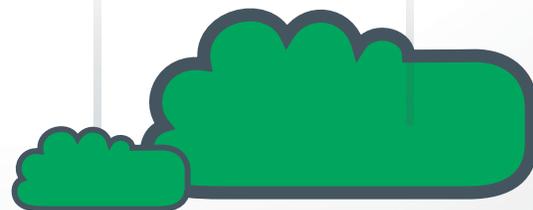
What did you learn about this career that you didn't know before?
What did you discover that confirmed or disproved what you previously believed about the career or the industry?

Generalize...

How did this experience influence your opinion about this career choice?
What makes job shadowing an effective way to explore careers?

Apply...

What other careers might you explore as a result of this experience?
How can you use a combination of research, observation, and interviewing to explore other communications areas?





I pledge my head to clearer thinking,

My heart to greater loyalty,

My hands to larger service, and

My health to better living,

For my club, my community, my country and my world.