



ACTIVITY:

THE TALK 10 LIST

FOCUS:

Communication- being able to communicate effectively by using voice patterns to share ideas.

LEARNER OBJECTIVE:

Following directions, writing imaginatively, communicating ideas, and giving oral presentations.

BACKGROUND:

There are many forms of communication. In addition to words we can use our faces and bodies to express ideas. What we do with our voice and the way we say our words is called paralanguage. There are 10 kinds of paralanguage.

1. *Pitch- high or low*
2. *Volume- loud or soft*
3. *Tone- harsh or gentle*
4. *Articulation- clear*
5. *Speed- fast or slow*
6. *Stress Patterns- which words you make important*
7. *Vocal Quality- what makes you sound like you*
8. *Rhythm- smooth or jerky*
9. *Road Blocks- unneeded words, phrases, or sounds*
10. *Pauses- the breaks you take between words or phrases*

MATERIALS:

- Paper
- Pencils

PROCEDURE:

Create your own rap or cheer that includes all 10 types of paralanguage. Your rap or cheer could define the 10 types of paralanguage, could use the 10 types of paralanguage to share an idea, or your cheer could do both. After your rap or cheer is complete, your group can present the rap or cheer to club.

DISCOVERY:

Discuss with the members of the group your choice of presentation information.

1. What did you learn about language that you did not know before?
2. Which paralanguage tool do you use most often? Why do you use it the most?
3. Which paralanguage tool do you use the least?
4. Which paralanguage tool is the easiest to control or change?
5. Which paralanguage tool do you need to practice more?

PIECING IT TOGETHER:

Identify times when you can change the tone and/or volume of your voice to give different messages. How do volume and tone change the message?

1. Say the word “no” using different tones and or volumes. How did the use of different tone and/or volume change the meaning of what was being communicated?
2. Go for a bike ride with a friend over a bumpy road or run down a set of stairs quickly. Try to talk as you move. What happened?

TRY THIS:

1. Tape and trade your rap or cheer (audio or video) with a friend and identify all the uses of paralanguage.
2. Listen to a song on the radio and try to identify all the uses of paralanguage.
3. Animals use different communication tools also. What are some of the paralanguage tools that animals use?



ACTIVITY: ROADBLOCKS

FOCUS:

Communication- being able to communicate effectively by using voice patterns to share ideas; and exchange thoughts and information, between individuals. Sending and receiving information using speech, writing, and gestures.

LEARNER OBJECTIVE:

Cooperating with others on a project, and developing communication and public speaking skills

BACKGROUND:

Have you ever listened to someone talk who said “you know” or “OK” or “uh” often? These words are called roadblocks. Roadblocks, a form of paralanguage: the unneeded words, phrases, or sounds that we often use. These roadblocks can make communication difficult by stopping us from hearing the main idea or thought someone is trying to communicate. These roadblocks are easy to hear when someone else uses them. However, we do not hear them when we use them ourselves.

MATERIALS:

- Tape recorder
- Paper
- Pencils
- Friends

PROCEDURE:

Take a tape recorder and record a conversation with a friend. Then play the tape back and count how many roadblocks you and your friend used. Write down the roadblocks and the number of times each one was used.

Now record another conversation with each of you trying to leave out possible roadblocks. Listen to the tape and once again write down the roadblocks that are present.

DISCOVERY:

1. What did you learn about how many roadblocks you use when talking?
2. During the second conversation, were you able to eliminate most of the roadblocks from the previous conversation?
3. Did you discover any new roadblocks after your second conversation?
4. How can you change or avoid using roadblocks?

PIECING IT TOGETHER:

How might what you have learned assist you in school, your club, church, etc.?

TRY THIS:

Listen to a newscast either on television or on the radio. See if you discover any roadblocks in the information being presented. Make a list of the roadblocks you discover, and discuss them with your friends.



ACTIVITY: THE GOSSIP GAME

LIFE SKILLS:

Communication- being able to communicate effectively by using voice patterns to share ideas; and exchange thoughts and information, between individuals. Sending and receiving information using speech, writing, and gestures.

LEARNER OBJECTIVE:

Following directions, communicating ideas, and interacting with others.

BACKGROUND:

Articulation is how clearly you pronounce your words. If words are not spoken clearly, our intended message is often miscommunicated.

MATERIALS:

- Paper
- Pencils
- Group of friends

PROCEDURE:

Have the group members stand in a line. Once the members have assembled, have the person in the front of the line think of a “secret” and tell it to the person directly behind them, without letting the others hear. Then that person will share the “secret” they heard with another person. This process continues until everyone has been told the secret. After the last person has been told, they are to stand up and tell the rest of the group what they heard. Try repeating this game until everyone in the group has had a chance to start the "secret."

DISCOVERY:

1. Was the secret the last person shared with the group the same as the one the first person said?
2. What happens when we don't pronounce our words clearly?
3. What did you learn about articulating your words?
4. Why is pronouncing our words clearly important?

PIECING IT TOGETHER

Think of some time when you didn't speak clearly and someone asked you to repeat what you said. Share your experiences with us on the paper provided.

Does this misunderstanding happen more often when you are speaking with someone on the phone, in a group of people, or speaking one to one? Explain which of these ways it happens most often and why you think it happens in those instances.

TRY THIS:

1. Listen to other people, such as your friends, parents, or brothers and sisters talk. Do they pronounce their words clearly?
2. Next time you are talking to another person, think about whether you are articulating your words and if the other person is receiving the same message you are sending.
3. Keep a journal for 2 or 3 weeks on the unclear verbal messages you hear from other people or that you are asked to repeat. Under each entry, rewrite the message in a clear, easy to understand manner. Read your entries aloud and practice speaking clearly.



ACTIVITY: SOUNDS LIKE WHO?

FOCUS:

Communication- being able to communicate effectively by using voice patterns to share thoughts and ideas.

LEARNER OBJECTIVE:

To realize the role listening plays in the way we communicate.

BACKGROUND:

Because verbal communication is the area of main focus, the sense of hearing plays an important role in the communication process.

MATERIALS:

- Tape recorder
- Blank tape
- Paper
- Pencil
- Friends

ACTIVITY:

Part One:

1. Using a tape recorder, record your voice for about one minute. Play the tape back and see how you react to the sound of your voice.
2. Do the same activity with a friend or a group of friends. Have everybody talk and see if you can identify the different voices.

Part two:

Record yourself saying each of the following sentences using the kind of tone indicated:

- *Excited* - "We're going for ice cream!"
- *Mad* - "I don't want to go to bed yet."
- *Disappointed* - "Why can't I go to the ballgame?"

DISCOVERY:

1. Do you think the voice on the tape sounds like you?
2. What did your friends think about how you sounded?
3. Were you able to identify people by the sound of their voice?
4. Did changing the tone of your voice make each sentence sound different?

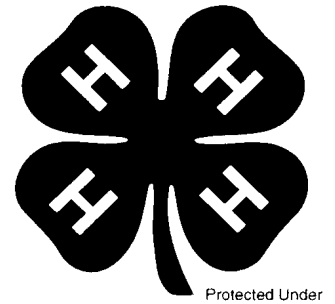
PIECING IT TOGETHER

- Think of two people you know whose voices sound the same on the telephone, how do you tell them apart?
- Think of some times when you should have changed the tone of your voice when communicating with others.

TRY THIS:

When you are at home, close your eyes and listen to your family talk. Without looking you can probably identify each one simply by the sound of their voice. Now try doing this with a group of friends. As everyone is talking, close your eyes and see if you can identify each person correctly.

Part of vocal quality is how you change your voice when talking about different things. Listen to the vocal quality of a news anchor on a radio or television newscast. Think about how they make things interesting by changing the sound of their voice.



ACTIVITY: MIXED MESSAGE MANIA!

FOCUS:

Observing- being attentive to and interpreting non-verbal communications, such as body language and gestures.

LEARNER OBJECTIVE:

Verbal and non-verbal communication.

BACKGROUND:

To communicate well, we must think about how we use our voices and our bodies. Our words can mean more if we use our bodies and our voices in a good way to help us communicate.

Actions very often speak louder than words.

Materials Needed:

- Video camera (optional)
- Group of friends
- Paper
- Pencil

ACTIVITY:

The emotions of shyness, horror, stubbornness, happiness, snobbishness, and confusion can be communicated with words or actions. With a group of friends, use a video camera to record the expressions, sounds, and words you would use to express these emotions. Have your friends watch the video with the volume turned down so that they cannot hear the voices. See if they can identify each of the different emotions by the expressions and other non-verbal actions used. Replay the video, only this time turn the volume up and have them turn their backs to the screen so that they can only hear the sounds and words used. Review the video again and this time watch the expressions combined with the words used.

DISCOVERY:

1. How accurately did your friends identify the message with only the expressions?
2. What emotions could they identify with only hearing the sound? Only seeing the expressions?
3. Was it easier to identify the emotion with only the expressions, only the sounds, or with a combination of the two?
4. What problems did you encounter when trying to communicate each of the different emotions?

PIECING IT TOGETHER:

1. What are some times you have used your face or your body to tell someone about something that happened to you. What did you do and what were you talking about?
2. Think about a time you have tried to communicate your feelings to someone over the telephone, was it difficult to communicate using only your voice and words?
3. Sometimes we have the misfortune of disagreeing with a friend. Have you ever had a friend say that they are not upset at you, but their body language showed that they actually were? Discuss what some of the non-verbal actions your friend used to let you know they were upset even though their words said they weren't.



ACTIVITY: YOU DON'T SAY!

FOCUS:

Observing- being attentive to and interpreting non-verbal communications, such as body language and gestures.

LEARNER OBJECTIVE

Writing creatively and communicating ideas.

BACKGROUND:

How we say something is as important as *what* we say. When we use our bodies to communicate, it is called body language. We can also communicate with others without words and simply by our actions. This type of communication is called non-verbal communication.

MAERIALS:

- Paper
- Pencil

ACTIVITY:

Create a personal "Dictionary of Non-Verbal Signals I Use- And What I Mean By Each One," by writing down the actions you use to when communicating with others. Be sure to use both words and pictures to explain the signals. Share your completed dictionary with others, such as your 4-H club or your friends.

DISCOVERY:

1. How many different non-verbal signals did you discover you use? Was it more or less than you expected?
2. Was it difficult to think of all the non-verbal signals you used?
3. How often did you discover that you rely on non-verbal signals to communicate with others?
4. Have you noticed other people using non-verbal signals? If so, what were the signals and what was the message they were trying to communicate?

PIECING IT TOGETHER:

Do others sometimes have difficulty figuring out what you are trying to communicate when using non-verbal actions? If so, what are the actions and what can you do to help others understand better?

What are some jobs that require people to use non-verbal communication? What non-verbal actions do each of the jobs listed above require?

TRY THIS:

1. Watch others and see what types of non-verbal signals they use.
 - Record the different types of non-verbal signals and what each signal is communicating. Also record who the person is and whether or not their position (policeman, teacher, etc.) or how they are dressed affects how their non-verbal actions are interpreted or accepted.



ACTIVITY: ACTIONS SPEAK LOUDER THAN WORDS

FOCUS:

Observing- being attentive to and interpreting non-verbal communications, such as body language and gestures.

LEARNER OBJECTIVE:

To recognize and develop non-verbal communication skills.

BACKGROUND:

Messages are sent in many different ways. Your expressions, eye contact, posture and movements all send messages. Sometimes your body language says something different than the words you speak.

MATERIALS:

- Group of 4-6 people
- Paper
- Pencil

ACTIVITY:

Working in pairs, with each partner acting out a message while the other partner tries to guess the intended message. In acting out the message, each person should involve his or her partner in a way necessary to convey the message.

DISCOVERY:

1. Did your partner understand the message you were sending? What did you do to help your partner understand the message?
2. Which message was the most difficult to communicate? Why?
3. Which message was the easiest to communicate? Why?

PIECING IT TOGETHER:

- If your partner had trouble understanding the message you were sending did you become frustrated? How is this similar to situations in life when you are trying to communicate a message that someone else misunderstands?
- Some of the messages were easier to communicate than others. How is this like the feelings you communicate non-verbally with people everyday?
- What other kinds of feelings do people communicate through body language?
- Give some examples when you communicate with others without talking.

TRY THIS:

Demonstrate how you can communicate friendship without talking. (Examples: pat on the back, hug, handshake, etc.)

Watch a television show or movie with the sound turned off, then make up your own story based on the non-verbal communication between the actors.

While you are watching your favorite television program, look for and record messages sent with gestures and other forms of body language.



ACTIVITY: COMMUNICATING FEEDBACK

FOCUS:

Reacting - understanding the communication signals being given by others.

LEARNER OBJECTIVE:

To enhance awareness of verbal and non-verbal communication patterns.

BACKGROUND:

Feedback is an important measure of communication effectiveness. The longer the distance between the sender and receiver, and the longer the time between the message being sent and feedback received, the more difficult it is to use feedback to make communications successful.

Feedback Rules:

1. Must be non-verbal communication behaviors that were observed.
2. Is descriptive and specific.
3. Must be constructive. Its purpose is to inform and enlighten, not to embarrass.

MATERIALS:

- Group of 3 to 5 people
- 3 x 5 index cards
- Pencils

ACTIVITY:

Have each member of the group write everyone's name, using a different card for each member. Each person will then write one sentence of feedback on each card. The feedback should describe a non-verbal communication behavior about the other person.
Remember to follow the feedback rules.

After everyone has written a sentence about what they observed for each group member, distribute the cards to the appropriate people. Now have the group discuss the feedback.

Repeat the activity only this time concentrate on verbal communication behaviors. Listen for different types of statements. Each statement will tell what type of communication motive the person had.

DISCOVERY:

1. How did you feel about giving and receiving feedback?
2. Which kind of feedback was more difficult to deal with? (verbal vs. non-verbal)
3. What conclusions can you draw about yourself from your verbal and non-verbal behaviors?
4. What conclusions can you draw about communication behaviors in general?

PIECING IT TOGETHER:

- What changes in your communication behavior did you discover you would like to make?
- What might be some benefits in changing your communication behavior?
- How can receiving feedback help you improve yourself?
- Why are communication behaviors important?

TRY THIS:

Watch others to see how their verbal and non-verbal feedback varies in different situations. For example, how do people act in a fast food restaurant compared to a fancy restaurant?



ACTIVITY: COMMUNICATION COLLAGE

FOCUS:

Communication- being able to communicate effectively by using voice patterns to share ideas.

LEARNER OBJECTIVE

Communicating ideas by giving a brief presentation

BACKGROUND:

Communication is an exchange of thoughts or messages. It is a two-part process that involves sending and receiving messages. It is how we let each other know what we are thinking, what we are feeling, or what is happening to us.

MATERIALS:

- Old magazines
- Scissors
- Glue
- Poster board
- Pen
- Pencil

ACTIVITY:

Clip pictures from a magazine that show people communicating. Using the pictures you clipped, create a collage on poster board to present to your class or 4-H club.

DISCOVERY:

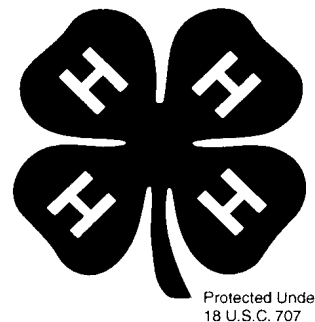
1. How many different ways did you discover that people communicate?
2. Do we all communicate in exactly the same way?

PIECING IT TOGETHER:

- What are some ways we can communicate without spoken words?
- Describe some ways that you communicate with others through action.
- Why do you think it is important to be able to communicate both verbally and non-verbally?

TRY THIS:

Watch others around you and record the different ways you see people communicating. Tell us about your discoveries on the lines below.



ACTIVITY: ONE TO ONE

FOCUS:

Listening- hearing and interpreting verbal (spoken) communications.

Speaking- communicating using verbal communications.

LEARNER OBJECTIVE:

Developing conversation skills.

BACKGROUND:

Speaking is talking with others. Talking with just one other person is called *one-to-one* conversation or *dyadic* conversation. Because we spend so much time in one-to-one conversation, we really need to know how to effectively talk to others.

MATERIALS:

- Pencil
- Paper

ACTIVITY:

Think about all the times each day you talk to a friend, your mother or father, or your brother or sister. During the next two days write down the names of everyone you talk to in one-to-one conversations, and how much of the time you talked.

DISCOVERY:

1. When have you spent time in one-to-one conversation with other during the past two days?
2. Are you surprised at how many people you talked with and how much time you spent in one-to-one conversation?
3. In each conversation were you and the person able to communicate your ideas and thoughts clearly? If not, what were some of the problems you had communicating?

PIECING IT TOGETHER:

Discuss some of the times you may have had trouble communication in one-to-one conversation.

- What were some of the problems you encountered?
- What did you do to overcome the problems?
- What could you have done to communicate more effectively?

TRY THIS:

Think of some of the different methods of one-to-one communication that you use, such as the phone, face to face, e-mail, voice mail, or on the Internet. Did you have some messages that were unclear? If so, what do you think cause the problem? And how could you have communicated a better message?

Watch others when they are talking one-to-one. What are some actions they use that are distracting or helpful



ACTIVITY: TWO BY TWO

FOCUS:

Observing- being attentive to and interpreting non-verbal communications, such as body language and gestures.

LEARNER OBJECTIVE:

To recognize the value and importance of non-verbal communication.

BACKGROUND:

Non-verbal communication is part of our daily lives. We not only use our voices to communicate, we can use our faces and bodies too. Sometimes it takes both verbal and non-verbal communication to relay a message to someone. When we have one of our forms of communication restricted it can be difficult to send the right message.

MATERIALS

- A friend
- Paper
- Pencil

ACTIVITY:

For the next five minutes, communicate with your partner by sitting back to back, without turning your heads.

Next, turn around and face each other. Without speaking communicate with one another using only your eyes and facial expressions for the next five minutes.

DISCOVERY:

1. Was it easy to communicate with one another in the first part of the activity? Why or why not?
2. Was it difficult to communicate with your partner without being able to see their face? Why or why not?
3. Did the second part of the activity create a lot of frustration and confusion by being able to communicate only using facial expressions?
4. Describe that frustration and confusion of communicating only by facial expressions and eyes.

PIECING IT TOGETHER:

- What are some examples of non-verbal actions?
- When do you use the non-verbal actions listed above and what do they communicate?
- Describe why it is important to be able to communicate verbally as well as using non-verbal cues.

TRY THIS:

Record the use of non-verbal actions people use to communicate in different settings, such as the dinner table, people waiting in a line, or at a 4-H club meeting.

- In each of the different settings what was being communicated through the use of non-verbal behaviors?
- Do you think the setting affected what was communicated non-verbally?



ACTIVITY: WORDS APART

FOCUS:

Communication- being able to communicate effectively by using voice patterns to share ideas.

Speaking- talking or verbal communication; conversation

Giving Feedback- responding to communications

Listening- hearing and interpreting verbal (spoken) communications

LEARNER OBJECTIVE:

To become aware of the influences on communication style, and to learn how to cope with restrictions on communication.

BACKGROUND:

We don't all communicate with one another in the same way. We each possess a different communication style. Communication styles are the way we communicate with others, including the use of non-verbal actions and other communication patterns.

MATERIALS:

- Group of 4 to 6 people
- Squares of colored paper:
 - 15 blue
 - 9 red
 - white

ACTIVITY:

Sit as a group around a table. Designate each member of the group as either blue or red alternately. Then place the 15 blue, 9 red, and 26 white squares in the center of the table.

The white squares are "asking" squares. Each time a member of the group asks a question, he or she takes a white square. When all the white squares are gone there can be no more "asking". Red and blue squares are "telling" squares. Each time you offer an opinion or make a statement you take a square. Members designated as red must take a red square and those designated blue must take a blue square each time they tell something.

As a group you will discuss a topic of your choice. When all the squares are gone the discussion ends. Then have each member of the group count how many white squares and then count how many blue or red squares they collected.

- If you collected more "asking" (white) squares than "telling" (blue or red) squares, you may have a verbally aggressive communication style.
- If you collected fewer "asking" (white) squares than "telling" (blue or red) squares, you may have a verbally submissive communication style.

DISCOVERY:

1. What differences were there in the amounts of time that a person spoke per square?
2. How did it feel to have your ability to talk restricted artificially by the squares? Like when all the white squares were gone and you couldn't ask any more questions or if all the red or blue squares were gone and you couldn't tell anything anymore.
3. Was it difficult to stay focused when all the "asking" or "telling" squares were gone?

PIECING IT TOGETHER:

- What did you learn about your communication style?
- What did you learn about the communication styles of others in the group?



ACTIVITY: MAKING SENSE - TOUCH

FOCUS:

Observing- being attentive to and interpreting non-verbal communications, such as body language and gestures.

LEARNER OBJECTIVE:

To recognize that all five of our senses play an important part in the way we communicate.

BACKGROUND:

Much like the non-verbal actions we have learned about, you can also communicate through touch. For example, to congratulate someone you communicate through touch by shaking their hand. The same idea applies to communicating friendship by giving a hug or a pat on the back.

Types of Handshakes

- Firm grip = confident, self-assured
- Limp fish = unsure
- Bone crusher = over confident, nervous
- Pumper = over eager
- Wet, clammy = nervous, scared

MATERIALS:

- A group of people

ACTIVITY:

Touching or feeling is one of our five senses. To continue exploring the idea of communicating through touch, shake hands with everyone in the room. Then determine what message each handshake communicated.

DISCOVERY:

1. Share some of the various messages you received from each handshake.
Some example might be:
2. What can you tell about a person simply by communicating with touch and never even saying a word verbally?
3. Now have someone tell you what your handshake communicated.
 - What message had you intended to communicate with your handshake?
4. What did you learn about communicating through touch?

PIECING IT TOGETHER:

- What did you discover about communicating with others using the sense of touch?
- Why is communicating with touch important?
- How can you apply what you learned about communicating with touch to your everyday activities?
- Watch others shaking hands in different settings. What message are they communicating?
- In your observation of others, do different handshakes seem to communicate different messages? If so, what messages are communicated and which types of handshakes seem to be the most effective?

TRY THIS:

Practice shaking hands to communicate different messages. For example: a handshake with your left hand placed on the other person's shoulder or taking a person's hand into both of yours might be used to express sympathy.



ACTIVITY: ACTIVE LISTENING

FOCUS:

Listening- hearing and interpreting verbal (spoken) communications

LEARNER OBJECTIVE:

To develop important listening skills and habits

BACKGROUND:

Only half a conversation is talking; the other half is listening. Active listening, practicing positive listening habits, is the best form of listening you can use in conversations.

1. Giving your attention to the other person.
2. Encouraging the other person.
3. Getting the facts straight.
4. Expressing the speaker's feelings
5. Summarizing the conversation

MATERIALS:

- Pencil
- Paper

ACTIVITY:

One way people can improve their listening is to identify their own poor listening habits and make an effort to change them. During the next week, write down one conversation you have. Beside each conversation, note the parts of active listening you did well, and those you did not do well.

DISCOVERY:

1. What kind of listening habits did you discover you have?
2. Did you find it difficult to actively listen when you found the conversation boring?
3. What did you discover you need to do to help improve your listening habits?
4. Which of the five parts of actively listening are the easiest to use? Which are the most difficult?

PIECING IT TOGETHER:

The following phrases are examples of how we can encourage or discourage communication.

Encourages Communication:

- "Tell me more about that."
- "Are you saying that . . ."
- "Help me understand what you mean."

Discourages Communication:

- "That's a really stupid idea."
- "I don't believe a word you are saying."
- "You don't know what you are talking about."

1. Can you think of other phrases people use to either discourage or encourage communication?
2. What are some other ways besides words that can encourage or discourage communication?
3. How can poor listening habits affect your ability to communicate with others?

TRY THIS:

Practice using active listening skills in the classroom, at a 4-H club meeting, and at home.



ACTIVITY: RECIPE FOR WRITING

FOCUS:

Listening- hearing and understanding verbal (spoken) communication

Giving feedback - responding to communication

LEARNER OBJECTIVE:

Communicating through writing and following directions.

BACKGROUND:

Writing so that others can see and share in what you are writing is called *writing in pictures*.

MATERIALS:

- Pencil
- Paper
- Peanut butter
- Jelly
- Bread
- Knife
- A group of friends

ACTIVITY:

On a piece of paper, write directions that tell how to make a peanut butter and jelly sandwich. Be descriptive and try to communicate clearly what each step of the process involves. Once you have completed writing the directions, have one person volunteer to make the sandwich, following the directions exactly as you have written.

DISCOVERY:

1. What happened? Was the volunteer able to make the sandwich the right way following the directions you had written?
2. Were the directions clear on what steps to take in making the sandwich? If not, what could be changed to make the directions clearer?
3. Was it difficult to write directions for something that is actually easy to make? Why or why not?
4. What are some problems, if any, that you discovered when writing the directions?

PIECING IT TOGETHER:

- Why is it important to be able to write clearly so that someone can understand your writing?
- What happens when we don't follow directions?
- What are some of the problems that can occur when directions aren't written so they are easy to understand?
- List some times when it is important to be able to communicate effectively.

TRY THIS:

Now *show* and *tell* someone how to make a peanut butter and jelly sandwich.

- Is showing how to make the sandwich easier than just trying to describe the steps?
- Discuss why you think this is.



ACTIVITY:

THE PHOTO ESSAY

FOCUS:

Communication- to communicate effectively by using voice patterns to share ideas.

LEARNER OBJECTIVE:

To develop written and oral communication skills.

BACKGROUND:

Writing is an important form of communication. A narrative is a story that includes important details, to decide which details are important, think about the following:

1. *The Audience:* who you are writing for or who will be reading it.
2. *Your Purpose:* why you are writing the story
3. *How much time* you have and want to spend writing the story.

MATERIALS:

- Pen
- Pencil
- Markers
- Paper
- Poster board
- Pictures

ACTIVITY:

Complete a photo essay using only pictures to illustrate a story. To help you prepare for the development of your essay, make an outline of who, what, when, where, and why. The elements of the outline will be important in developing and organizing your story idea. After preparing and placing ideas in order, create a poster of your photo essay, using the pictures or drawings you chose. Present an oral summary of your essay. Explain each picture in the oral presentation of your photo essay. Your story should also be clear without the use of words, the pictures themselves should tell the story.

DISCOVERY:

1. What are some of the different ways to tell a story?
2. How did you tell a story using only pictures?
3. What are the three important elements you should consider when preparing a story?
4. Why is clear communication an important part of telling a story?
5. How well did the pictures tell the story? Could they tell the story even without words?
6. Was it easier to present the essay orally with the pictures than it might have been if you didn't have the pictures to help tell the story?

PIECING IT TOGETHER:

- How has storytelling been important in your life?
- What can you do to improve your storytelling skills, both written and oral?
- How may you use your new skills in the future?

TRY THIS:

Next time you have a story to share with someone, think about what pictures would help to illustrate the story idea. If you don't have actual photographs or drawings, create a mental picture and describe what you saw or experienced in detail so that the listener can have the same experience you did.



ACTIVITY: PAINT WITH WORDS

FOCUS:

Communication- sending and receiving information using speech, writing, and gestures.

LEARNER OBJECTIVE:

To develop descriptive writing skills.

BACKGROUND:

Written words can bring visual images to the reader's mind. If you learn to use words well, you can help the person reading see exactly what you see. Writing so that others can see and share in what you are writing is called writing in pictures. Using adjectives can help your writing become more descriptive.

MATERIALS:

- Pencil
- Colorful photographs
- Paper

ACTIVITY:

Using a colorful photograph from a magazine, book, or other source, create a description of the picture using words. Use words to describe the picture so that others can picture what you see, without seeing the actual photograph.

One way to help you write in pictures is to look at a picture and then describe in words what you see. Then take the picture away and read the description you have written. Can you see the picture through your words? Make changes if the description has any missing parts.

Once you have completed writing a description of the photo, read it to another person so that they may visualize the picture from your words. You can also have someone draw a picture from what you have written. Compare this picture to the original photograph.

DISCOVERY:

1. How easy was it to find words to describe what you saw in the picture?
2. Which words helped you to paint a picture of what the photograph looked like?
3. When you read the description that you had written of the photograph to someone else, what did they picture? Was it close to the original photo?
4. Did you have someone try to draw a picture using your description? If so, did the picture they drew look like the actual photograph?

PIECING IT TOGETHER:

Apply writing descriptively to a real-life situation. What are some areas that you could use the skill of writing descriptively?

TRY THIS:

Read an article in the newspaper about an event or a description of a location. Think about how the writer painted a picture with descriptive words.

- What are some of the words the writer used to help you visualize the picture.



ACTIVITY: PLAY OR SKIT

FOCUS:

Speaking- talking or verbal communication; conversation;

LEARNER OBJECTIVE;

Developing creative writing and speaking skills.

BACKGROUND:

We can make our words come alive through the use of body language and the tone of our voices when we speak.

MATERIALS:

- Pencil
- Paper
- A writing partner (optional)

ACTIVITY:

Now let's really have some fun! Let's write a short play or skit to perform for an audience. You may work with some friends or you may do the writing alone. Some ideas for the skit might be something fun about a 4-H project, something funny or serious that has happened to you, or even about a school activity. You may choose whatever topic you want. Your topic may be about something real or about something imaginary.

As you are writing the skit you need to remember to use descriptive adjectives to help your words come alive for the audience. Think about how you will present the skit and what emotions or non-verbal actions will be important in communicating your intended message.

Once you have completed writing the skit, work with a few friends or club members to present the skit for an audience. As you perform the skit remember to use your voices and body language so that your words deliver the message you want.

DISCOVERY:

1. What were some of the descriptive words you used in writing your skit?
2. Was it easier to communicate your ideas by acting out the story than by just reading what you had written?
3. When you performed the skit for an audience, how did the non-verbal actions help to show and explain your ideas and emotions?
4. Why was it important that you use descriptive words in writing the script?

PIECING IT TOGETHER:

- Do you think it is easier to communicate ideas or information through a skit or acting out a role? If so, why?
- When are some times when it is important to be able to communicate effectively using both words and non-verbal actions?
- What are some other ways we can make our writing and speaking more interesting for the audience?