COMMUNICATION

Target: To help students learn the “pitfalls” of communication to help them communicate effectively with others and to help students learn the best ways to communicate to help with conflicts that arise among friends.

Materials: paper, pencil, YouTube video “Saying What You Mean-a Children’s Book About Communication Skills”

Procedure: \*Before lesson, draw a picture of the “perfect” bug on a sheet of paper. It needs to have a head, body, 2 eyes, 2 antennas, two wings, four legs with claws, and tail with a stinger.

1. Have students brainstorm the definition of communication. Ask them in ways do we communicate and why communication is important.
2. Have student get out their paper and pencil and tell them you are going to instruct them on how to draw a bug and that they need to listen carefully to your instructions. Also tell them to keep their eyes on their own paper and that they cannot talk or ask any questions.
3. Give them the following 9 steps:
	1. Draw the body of the bug.
	2. Draw the head of the bug.
	3. Draw the legs of the bug.
	4. Draw the wings of the bug.
	5. Draw the eyes of the bug.
	6. Draw the antennas on the bug.
	7. Draw a tail with a stinger on the bug.
	8. Draw a second method of defense for the bug (the first was the stinger, examples could be shell, venom, claws, teeth, etc.)
	9. Decorate the back of the bug.
4. Now have students number their paper 1-3. After number 1, have them give themselves a letter grade according to how good they think their bug looks.
5. Have them exchange their paper and have that classmate give them a letter grade on how well they thought the person drew the bug.
6. Then have them exchange the paper one more time, but this time have students give a grade on how much it looks like the “perfect” bug. Show student your bug and have them compare the one they are grading to yours.
7. Hand the paper back and reflect:
	1. What letter grade did you give yourself? Was the second grade higher or lower?
	2. What was the letter grade when comparing it to the perfect bug? Was it higher or lower than the first two?
	3. How well did you follow directions? Why didn’t it turn out like the perfect bug?
	4. What does this show us about communication?
	5. What happens when poor communication occurs?
	6. Has this happened to you and your friends?
	7. Whose fault is it when someone misunderstands?
	8. What would have made this activity more successful?
	9. If you could talk and ask questions, would the communication have improved
8. Next tell the students you’ll be watching a video that has some really nice examples on how people can communicate effectively. Tell them not to get too caught up in its “oldness” because the video has some nice points.
9. Show <https://www.youtube.com/watch?v=1hnLfnulwZw>
10. Discuss the video. Talk about the examples and the three ways to effectively communicate.