



**Training 2:
4-H Club Communications Project**


TUESDAY, DECEMBER 15, 2020

**SHARE A SUCCESS FROM YOUR FIRST
LESSON IN THE CHAT BOX. INCLUDE YOUR
FIRST NAME AND EXTENSION UNIT**

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Lesson 1 Reflection

1. Poll- How many participants did you reach?
2. Poll- How long did it take to facilitate lesson 1?

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Lesson 1 Reflection

1. What challenges did you encounter?
2. What tips or lessons did we learn, that we want to keep in mind, looking forward to lesson 2?



Warm Up Activity!


INTRO to VTS: Visual Thinking Strategies





Please have your curriculum in hand




THRIVING MODEL

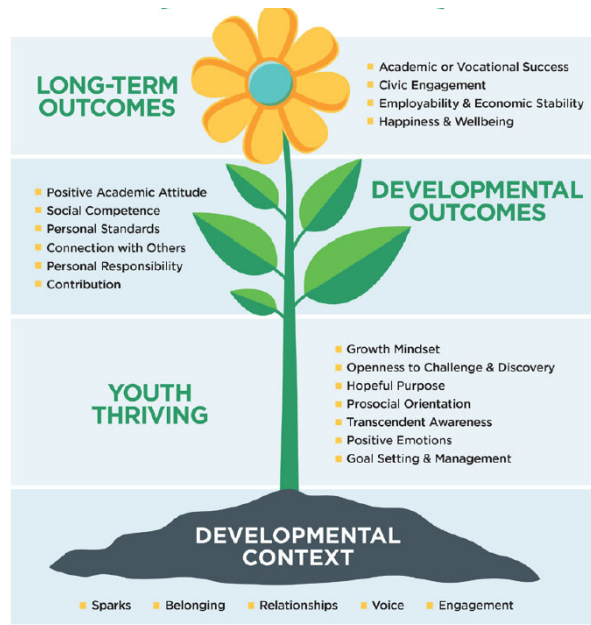
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Belonging to preserve social and emotional well-being
- 

Youth Sparks which promotes youth agency and resiliency rather than defeat and hopelessness
- 

Developmental Relationships to buffer the far-reaching and long-term effects of adversity and trauma
- 

Youth Voice through leadership and service activities that foster identity and hopeful purpose



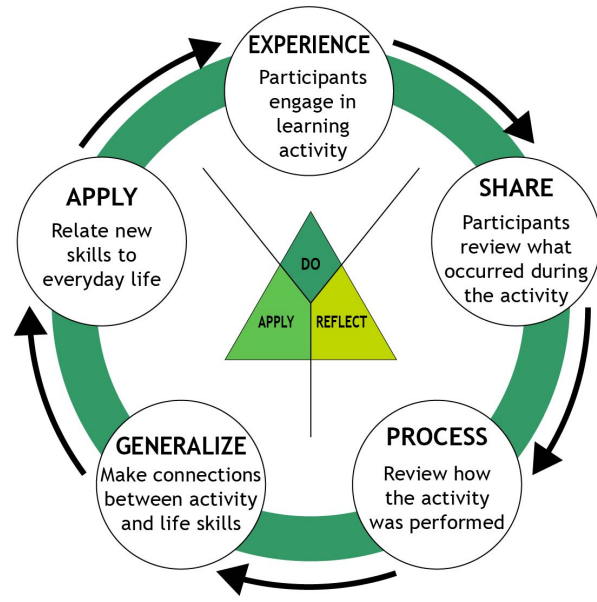
Overview of Timeline

Sept 1- Oct 9	Extension staff announces program to club leaders and encourages them to recruit Communications Project Leader and register for Communications Project Series
October 20	Webinar training 1 for Communications Project Leader
November	Communications Project Leader teaches Chapter 1: Communication & Me
December 15	Webinar training 2 for Communication Project Leader
January	Communications Project Leader teaches Chapter 2: Follow My Lead
February	Communications Project Leader teaches Chapter 3: Jumping In
February 16	Webinar training 3 for Communications Project Leader
March	Communications Project Leader teaches Chapter 5: Let's Write
April	Communications Project Leader teaches Lesson 9: Illustrated Talks
May	Communications Project Leader teaches Lesson 10: Do-able Demo
May 11	Webinar Check-In & Summer Overview
June, July, August	Youth give a presentation at a club meeting or enter a communications project exhibit at the county fair
August 10	Webinar Wrap Up & Survey Instructions
August/ September	4-H Communications evaluation survey distributed to youth and collected

Communications Curriculum: 6 lessons

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Experiential Learning Model



Chapter 2: Follow My Lead

Follow My Lead

Time Needed: 30 min. (depending on size of group)

Materials List: Bread in plastic bags, jars of peanut butter, jars of jelly (or other type of sandwich spread), plastic knives, plates, bread, sealable paper towels

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?

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.

Learn More
Online Listening Activities: <http://www.exploratorium.edu/factsheets/activities.php>
Communication Skills for You and Your Family: <http://big.sadd.cedars-sinai.org/health/relationships/communication/skills.htm>

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Experience 1: Play Telephone

- 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 person in the middle can get to the correct location. Note: Members in the middle can ask clarifications if needed, but let them figure this out on their own.
- 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.
- Try this activity one more time using a new location.

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 That Between You and Me Who's Listening

Experience 2: Try to Make a Sandwich

- Split groups into teams of two. Encourage youth to pair up with someone they do not know well.
- 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.
- 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.
- 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 Probin, Iowa 4-H team. Reviewed by Judith Cheng, Kansas District, Iowa 4-H Youth Development and Mitchell Hayes, Iowa 4-H Program Specialist. From the activity "Communication and Me" in Picking Up The Pieces: Communication Activities for Youth produced by The National 4-H Cooperative Curriculum System, Inc. (2009).

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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?

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Chapter 3: Jumping In

Jumping In

This Week 30 min.

Missing 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.

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/outland-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:

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 Pepin, see 4-H teen
Revised by Jodi Lutzke, Assistant Director, Iowa 4-H Youth Development and Mitchell Hoyle, 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?

In 2012, 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

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?

Evaluation & Documentation Efforts

- Make note of any “aha” moments
- Take a few photos during each lesson (verify with local Agent that you have photo release for all participants).



Webinars & Resources

1. Kansas4-H.org
2. Projects
3. Personal Development
4. Communications
5. Club Communications Project

Club Communications Project

Welcome! Kansas 4-H is excited to continue to develop young people into #TrueLeaders through this effort. Using National 4-H Council's 4-H Communications Curriculum, Module 1, we will offer a series of webinars to train club volunteers to utilize six lesson plans with their 4-H members. Club leaders and other club volunteers will be strongly encouraged to facilitate lessons during their monthly club meetings as part of their educational program time. This will strengthen and ensure hands on learning, youth engagement and communications skill building for all club members.

Watch Recorded Webinar Passcode: 0bz™s4.&

Webinar Slides PDF

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GROWS HERE

Looking Ahead

Next Training Webinar is February 16th at 7:00 pm

- Chapters 5, 9, & 10
- Facilitate in March, April & May

Be mindful of upcoming local 4-H Days

- Encourage club members to participate

Questions?

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