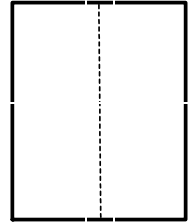


4-H Club Meeting Lesson

Communication Skills Training - Writing

- Topic: Four-Square Writing
- Objective: Students will learn to develop writing skills using a graphic organizer and begin outlining their 4-H speech.
- Grades: 5th grade & up
- Materials Needed: Pencil and one sheet of paper per student.
- Time Required: Varies, but at least 10 minutes



1. Ask students to take out a sheet of paper and fold into four equal squares.
2. Open the folded paper and write a topic sentence in the middle of the paper. For example, a 5th grade speech on a pillar of character might say, "A Good Leader is Responsible." This sentence should be included in the introduction.
3. In three of the squares write a complete sentence which states a point that the writer would like to make about the topic. For example, using the topic sentence above, "First, a good leader is prepared." "Secondly, setting a good example is another leadership role." "The third point I'd like to make is that a responsible leader does what they say they are going to do." These 3 squares represent the body.
4. In the fourth square, the student should write a sentence that describes what or how they feel about the topic - why it is important to them, for example. One idea might be, "I am more willing to participate when there is a responsible leader involved." Or "We get more done when the leader is responsible." In other words, this sentence represents one part of the closing.
5. Optional: To get students more involved, they can draw pictures to represent each sentence.
6. Optional in the classroom, but encourage students to do this for developing the speech, have students write a detailed example of each point they made in the body of the speech.
7. Note: Some teachers may have used this model, therefore, students will be familiar with the process. This is a more visual way of outlining.

4-H Club Meeting Lesson Communication Skills Training - Speaking

Topic:	Paralanguage
Objective:	Students will learn how they can use different speaking techniques to deliver their message.
Grades:	4 th grade (and up when time allows)
Materials Needed:	Set of paralanguage cards (<i>Reference: 4th Grade Communications Manual</i>)
Time Required:	Varies, but at least 10 minutes

Activity One:

1. Explain to students that there are a number of ways they can change their voice. Ask for examples. They include, "Volume, Pitch, Tone, Speed, Articulation, Rythmn, Roadblocks (such as "um" or "you know"), Pauses (that you take or don't take) and Stress Patterns (which words you make important.) They are called paralanguage. Another way to describe these words is "expression."
2. There are a number of ways to illustrate each of these, but one way is to give a card to volunteer students. Ask the students (you can team them up in pairs) to stand in front of the class and show everyone their paralanguage word. They may need some help.

Activity Two

1. Speaking Non-Sense is a great way to help kids get bad habits out of the way. Choose a student and give him a topic - anything - or they can pick (but it takes too much time for the student to decide.) Topics they are studying in school are great ideas.
2. Ask him to begin talking about the topic. Tell him that the rest of the class will be listening for Roadblocks, "um" or "and." If they say either more than twice, they have to sit down. Ask students to listen carefully and record the number of times they hear either "um" or "and." At three times, stand up!
3. Repeat with other students if time allows. By the way, time them for 30-45 seconds and then have them sit down if no one has stood up so far. Good job!
4. Note: I like this activity for 5th grade and up more, since 4th graders are reading poems or stories.

4-H Club Meeting Lesson Communication Skills Training - Writing

Topic:	Parts of the Speech
Objective:	Students will learn the three main parts of the speech.
Grades:	5 th grade & up
Materials Needed:	Hamburger Graphic
Time Required:	Varies, but at least 10 minutes



1. Use the hamburger graphic (it comes apart) to illustrate the three parts of a speech. First, the top of the burger is the introduction. Get the audience's attention (give a quote, surprising fact, ask a question, relate a personal experience, exclamatory, etc.) Make sure the audience knows what the speech is about.
2. Next is the meat - the body of the speech - where you get into the importance of the topic. Without the meat, you don't have a hamburger. Without the body, you don't have a speech. Try to list 3-5 main points you want to make about the topic.
3. Add the bottom of the bun to complete the speech, just like a hamburger would pretty messy to pick up and eat without a bottom bun, so a speech should not be left hanging without a closing. Use the closing to review the main points, tell the audience what action you want them to take, and relate back to the introduction.
4. An introduction, three main points in the body, and a closing are the basics. Be creative and add interest with the lettuce and tomato. For example, use descriptive words, use a visual theme throughout the speech, and change your speech using lots of expression to emphasize points or to create excitement.
5. Activity (*if time permits*): Place a single item in a paper bag and give each group of five or six a bag. They are to see what is in the bag and use one word clues to try and get other groups to guess what's in the bag. For example, when using a *key ring* as the secret item, students would frequently start with the word, *holder*. This would lead the guessers in all sorts of directions. The idea is to get them to select the single best words that would lead the audience to understand what they are trying to say. The team with the lowest score wins - one point is given for 1st word clue, two points if answered on the second word clue, etc. Colorful language, creative adjectives/adverbs adds "lettuce."

4-H Club Meeting Lesson Communication Skills Training - Visual Art

Topic:	Poster Art Design
Objective:	Students will learn how they can use art and lettering to communicate a message.
Grades:	4 th grade (and up when time allows)
Materials Needed:	Set of Poster Examples Poster scorecard on transparency
Time Required:	Varies, but at least 10 minutes

1. **Activity:** We communicate through speaking, as we have today. Remember, we have to have someone sending a message AND someone receiving a message to have communication. *(Show a poster that is difficult to read.)* Does this poster communicate a message? Can you see it and understand the message? No? Then there is no communication. If an introduction in a speech is supposed to get our attention - then how can poster art "get our attention?"
Answers: color, large, easy to read lettering, bold markers, catchy theme, artwork, etc.

Divide the class into small groups. Put the poster scorecard on the overhead projector. Give each group a poster to evaluate. Use the scorecard to discuss among themselves how they would score their poster. If there is time, ask the groups to share something they would do to make the poster better.

Remind the students that a poster is a mini-billboard. They are creating awareness by promoting 4-H. They are, in fact, advertising 4-H. They can use the same creative design techniques for any poster art, other school projects, yard sales, lemonade stands, etc.

2. Activity idea:

Take a blank sheet of poster board (or draw one on the board.) Show two examples of themes. One might be "Reach for the Stars with 4-H" in neat, readable lettering and the other could be the same theme incorrectly displayed, i.e., pencil, vertical, diagonal, small, rainbow colors, or a combination. Use rolled loops of tape to stick the class choice on the blank poster. Have an assortment of clip art and original art - good and bad - to go with the theme. Let the class choose. You can add other objects.

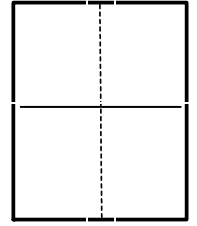
3. Activity idea:

Similar to the above idea, but easier, is to ask for a volunteer to come to the board and draw artwork in a rectangle that represents a poster. Another volunteer will come and add a theme. Then reverse, and start with a theme - then add artwork. The objective is to start the creative process from either the artwork or the theme - it can work!

4-H Club Meeting Lesson

Communication Skills Training - Demonstrations

Topic: Four-Square Graphic Organizer
Objective: Students will learn to develop a demonstration
Grades: 4th grade & up
Materials Needed: Pencil and one sheet of paper per student.
Time Required: Varies, but at least 10 minutes



1. Ask students to take out a sheet of paper and fold into four equal squares.
2. Open the folded paper. In the corner of the first square, write the name of your partner if this is a team demonstration. If not, don't put anything. In the rest of the square, write the topic of the demonstration - what you will "teach" the class. 5th grade and up should also write the name of the 4-H project to which this topic relates. *Tips: Keep it simple - teach one idea (leaders see Slide 6 and Activity #3 below.)*
3. In the next square, create a title poster for your demonstration. Later, you can transfer this square to a half-sheet of poster board.
 - In the third square, make a list of the materials, ingredients, supplies, etc. that you will to complete this project. Later, you can transfer this square to a half-sheet of poster board.
 - In the fourth square, write a few questions that someone might ask if they wanted to do your project themselves. For example, "where do I buy the supplies?" or "how much will it cost?" or "where do I find more information?"
6. Now, turn the 4-square paper over and use the blank squares to outline your demonstration. In the first square, write the word, "Why?" and answer the question by writing a catchy introduction for your demonstration. Please don't just say, "I am going to show you how to make muffins." Make it interesting.
7. In the second and third squares, write the word, "How?" Then write the steps - in order - for teaching how to complete your project. Plan to *show* how, while you *tell* how. If this is a team - make sure each partner has equal speaking parts.
8. In the fourth square, write the word, "What?" and use this space to write a summary of your demonstration. Connect to your introduction statement. Show the finished product

(if applicable,) review the main steps, make suggestions for using the information, etc. Finally, ask “Are there any questions?” If you know the answer, give it - if not, then say “I don’t know but I will try to find out.” After the questions, then say, “This concludes my demonstrations.”

*Teaching 4-H Demonstrations - Powerpoint
4h.ifas.ufl.edu/Volunteer/VolunteerCampaign/Teaching4-HDemonstrations.ppt

Optional Activity #1:

Relaxation Techniques - use slides #16-21* - have the students actually do these in the classroom. Tell them they can use these relaxation techniques anytime they feel a little tense or nervous.

Optional Activity #2:

Watch your mannerisms - use slide #15*. It is important to do things that distract the audience or “turns them off.” For example, picking your nose would not be very appropriate in any demonstration, but certainly not in a foods demonstration! List some mannerisms on slips of paper and have volunteers come up to the front and start doing what is on their slip of paper. Ask students to identify distractions or inappropriate behavior.

Optional Activity #3:

4-H members in the 5th grade and up have difficulty coming up with ideas for demonstrations. Using slide #6* as a guide, go through the process of selecting and narrowing the topic for a particular project. Safety is the example on the slide, but you could also use any project. Another example might be Wildlife >>>> General areas might include *animals* and *fish* >>>> Specific areas for animals might include *birds, rabbits, deer, squirrels, rodents, etc.* >>>>> Breakdown of birds might include *bird houses, bird feeders, bird types, benefits of birds, bird managements, bird habitats, etc.*

Optional Activity #4:

The biggest difference between a speech and a demonstration are the visuals - the action! Using props helps the audience remember how to complete the project. Let’s pretend that we are giving a demonstration “how to make chocolate chip cookies.” Try to identify as many props as you think necessary for this demonstration.

Tips about props:

- Large enough to be seen by the audience.
- Don’t advertise brand names.
- Don’t forget a damp cloth or paper towels to clean up any messes.
- For foods demonstration, wear an apron - have some hand cleaner ready.

Optional Activity #5:

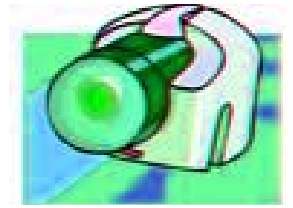
For 4th grade, share the “Planting a Tree Demonstration.”

*Slides from University of Florida

4-H Club Meeting Lesson

Communication Skills Training - Photography

Topic: What Makes A Photo Good?
Objective: Students will learn how to compose a photo
Grades: 4th grade & up
Materials Needed: Photo Examples
Time Required: Varies, but at least 10 minutes



1. Talk about photography as a form of communication. Ask students to give examples of how photographs communicate a message.
2. **Is there a clear center of interest?** For example, is the subject immediately recognized? Show one of the dog photos and the other with the red building. What is the first thing you see?
3. **Is the image well composed?** In other words, organized! Follow these tips:
 - Fill the frame (have students make a frame with their thumb and forefinger on both hands)
 - Organize the elements. Think of a tic-tac-toe grid. Place the subject of the photo at one of the intersection points - ✕. This is called Rule of Thirds.
 - Control the background. Move your position or that of the subject to avoid a distracting background. Look at the llama picture.
 - Keep it simple. The fewer elements the stronger the statement.
4. **Does the photo tell a story?** Elicit an emotion? Can you relate or is it just “ho-hum”?
5. **Does the lighting enhance the subject and the message?** Look at the lighting on the picture of the young woman. In this case, the light comes from what direction? From behind the subject. Light is a design tool. Too much light washes out the subject. Too little light makes it difficult to see the subject. For beginners, take photos outside, where a flash is not required.
6. **TIP:** When taking photos of animals or small children, or someone seated, don't take the photo from above, but try to get at eye-level.

Option: Play a Jeopardy-like game using the following questions about photography. Have students pick a number and then ask the corresponding question. Keep a tally on the board.

1. Why is light essential to photography? Light is what is recorded on film.
2. How should you clean the lens of your camera? Blow away dust or grit, breathe on the surface and gently wipe with lint-free cloth.
3. Why does the lens have to be cleaned? The lens acts as a window for the film and the film will see the blurry scene made by dirty lens.
4. What are two tips you should follow when using an eye-level viewfinder? Keep your eye close to the viewfinder and the bottom of the viewfinder should be level with the horizon.
5. What would be the lighting conditions for fast-speed film, ex. 400? Poor lighting conditions
6. What would be the lighting conditions for medium-speed film, ex. 200? Used for most sunny or bright cloudy days.
7. What would be the lighting conditions for slow-speed film, ex. 100? Bright lighting conditions
8. What is front-lighting? The sun is on your back and faces the subject.
9. What is side-lighting? The sun shines on one side of the subject.
10. What is back-lighting? The sun shines from behind your subject.
11. What happens if you take a flash picture facing a mirror or window? The flash reflects in the surface.
12. What happens if the pictures are underexposed (dark?) Too little light gets to the film.
13. How can you add interest to a picture of your dog? Include a person, give the dog something to play with, take an "action shot."
14. The developed film that contains a reverse-image and usually included with the prints is called a _____. Negative
15. What part of the camera is used to frame the picture area? Viewfinder
16. What kind of camera has allows you to make adjustments? Adjustable
17. What kind of camera has no adjustments except point and click? Automatic
18. What kind of camera develops and prints the photograph when you click? Instant

Communications Lessons - Resources Available

Set of Paralanguage Cards

Reference: 4th Grade Communications Manual, UTES

Hamburger Graphic

8½ x 11 Laminated w/Velcro pieces

Poster Art Examples

Series of Six 8½ x 11 Laminated Mini-Posters

Planting a Tree Demonstration Example

Three 14 x 22 laminated posters

Teaching 4-H Demonstrations Slide Handout

Reference: University of Florida Extension

<http://4h.ifas.ufl.edu/volunteercampaign/teaching4-Hdemonstrations.ppt>

Photography Examples

8½ x 11 series of composition examples in plastic sleeves

Mirage Activity Folders

Folders prepared with geometric design for activity

Witness Activity Cards

3 x 5 index cards with simple drawings for activity

Writing Creatively Activity

Brown paper bags with single items inside for conducting activity