

Kansas 4-H 2020-2021 State-wide Communication Project Activities Sunflower Extension District

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Activities do not need to be completed in order.

Activity 1: Communication and Me

Activity 2: Follow My Lead

Activity 3: Jumping In

Activity 4: Let's Write

Activity 5: Illustrated Talks

Activity 6: Do-able Demo

*Each activity contains a handout and closing questions for you to ask your group.



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Follow My Lead (Activity 2)

Supplies: Will depend on the Experience Options you choose.

Experience 1 Option

Communication Activity – Play Telephone

- Have youth split into teams of 4 – 5 and play telephone with directions to a specific location. The purpose is for the last person to get to the correct location.
- 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.

Experience 2a Option

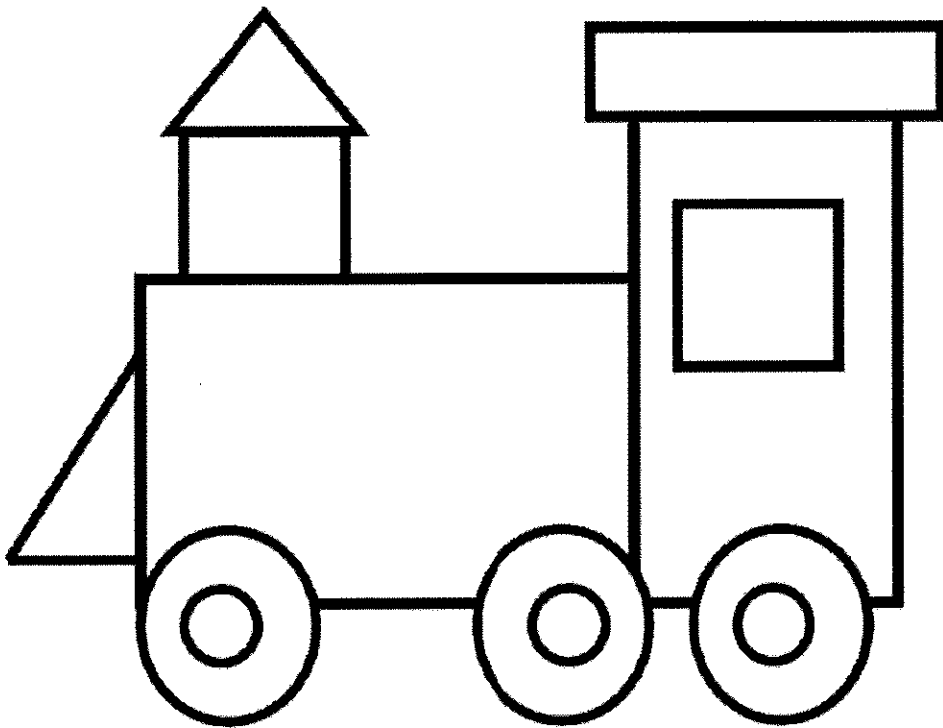
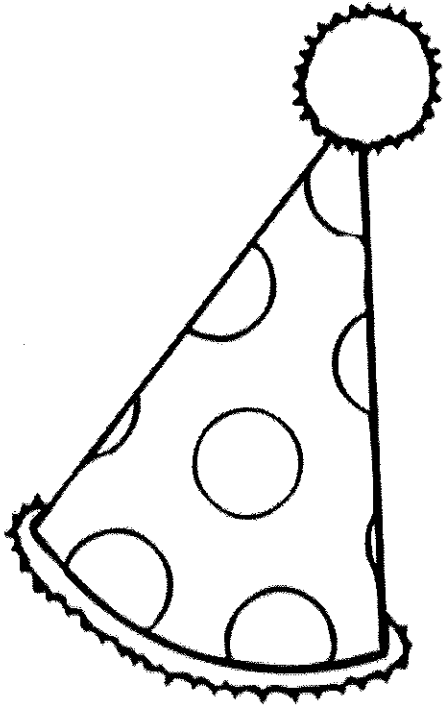
Communication Activity – Try to Make a Sandwich

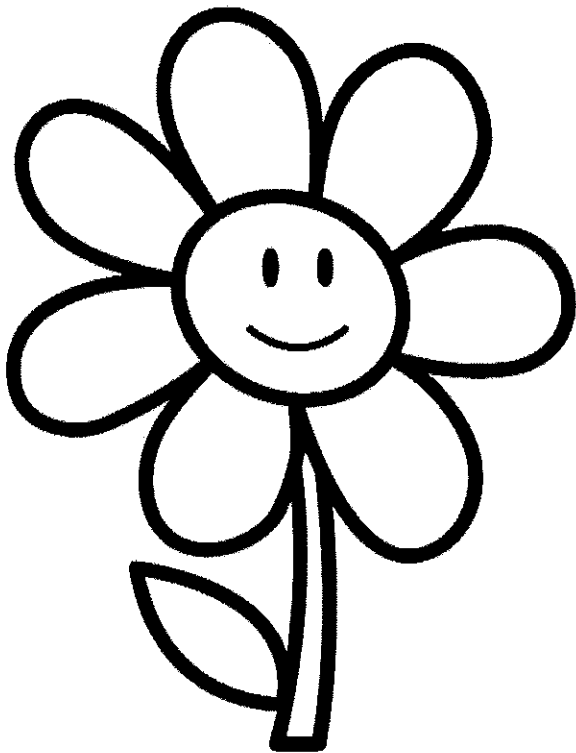
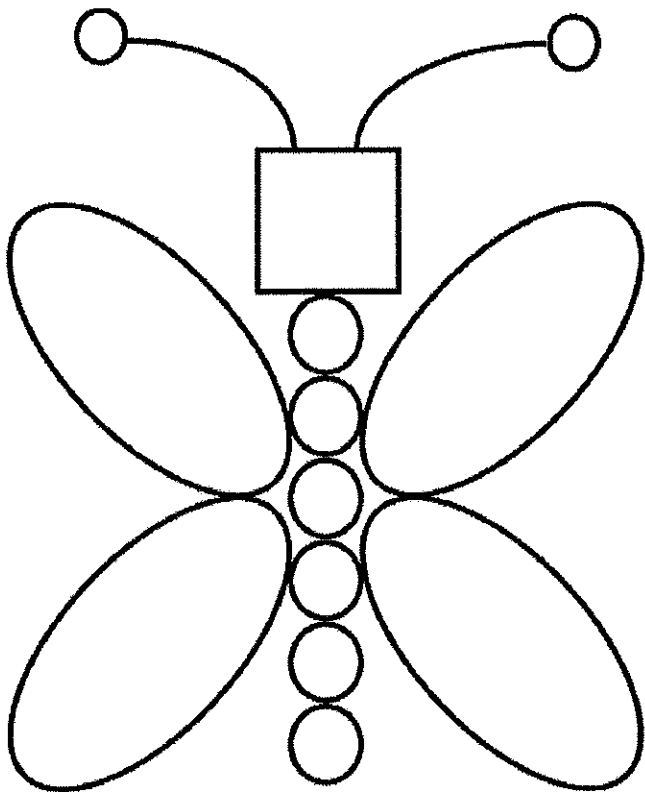
- Split groups into teams of two.
- Give one member the supplies to make a peanut butter/sunflower butter (be mindful of allergies) and jelly sandwich.
- Make sure the partners are back to back and cannot see each other, but that the teams are far enough apart they will not hear directions from the other teams. The team member without the supplies will explain how to make a sandwich. The person with the supplies must follow the directions exactly without talking and asking questions.

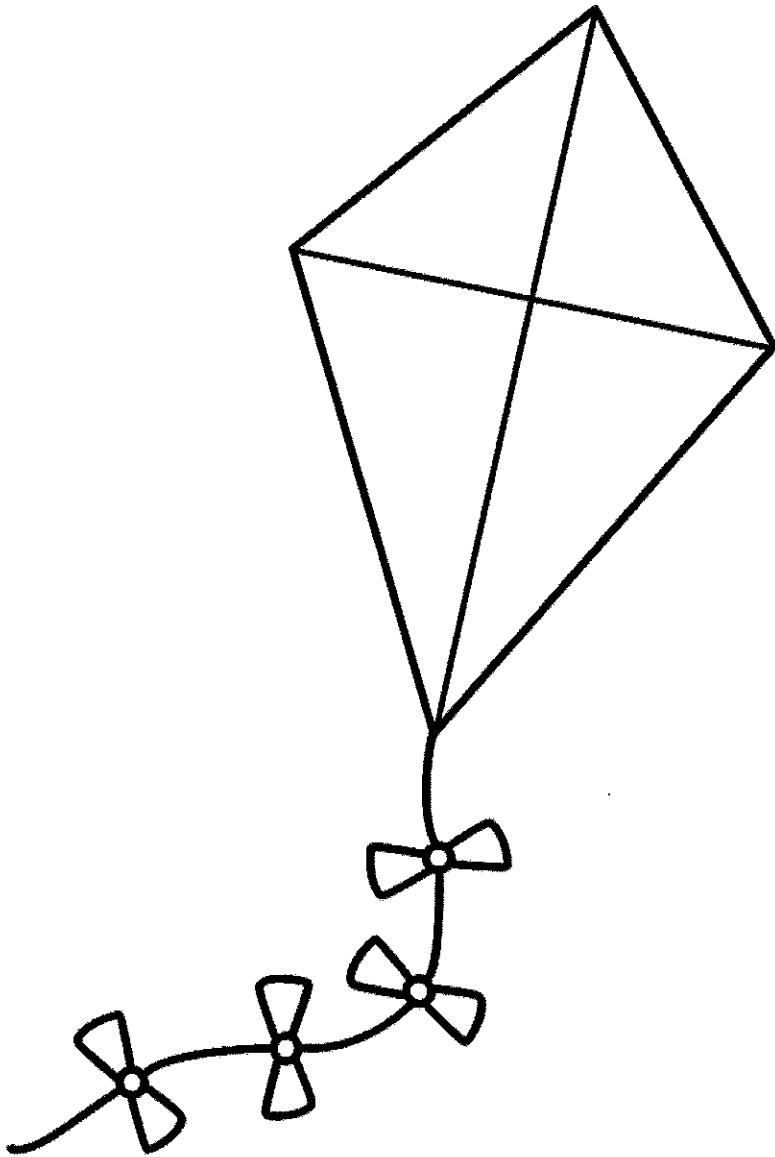
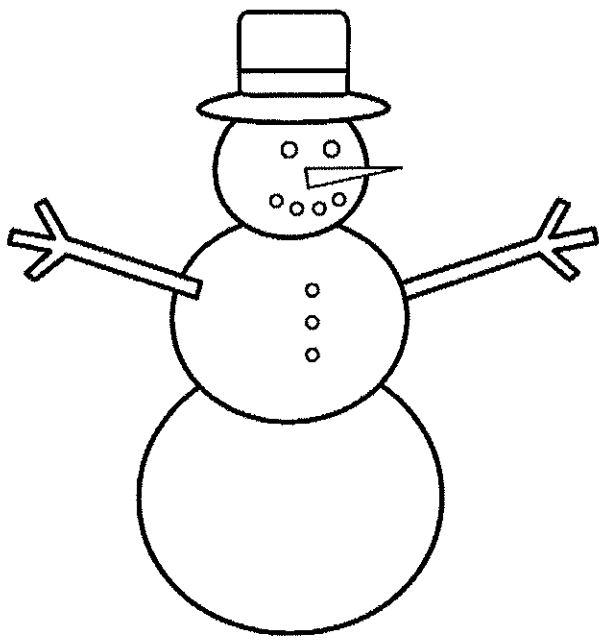
Experience 2b Option

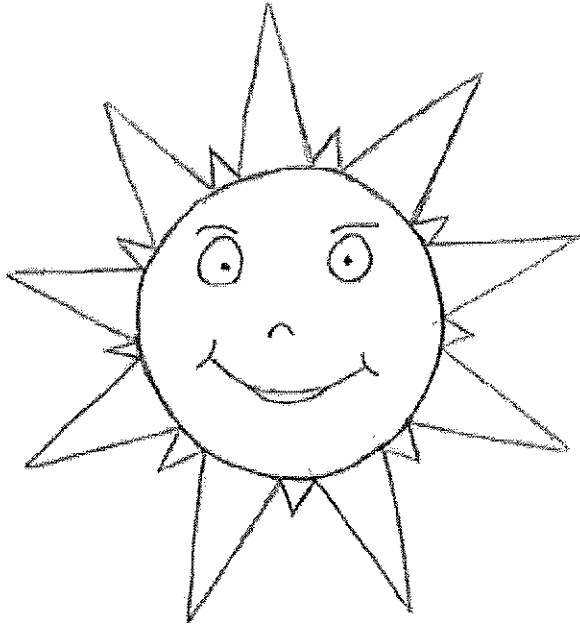
Communication Activity – Try to Make a Sandwich

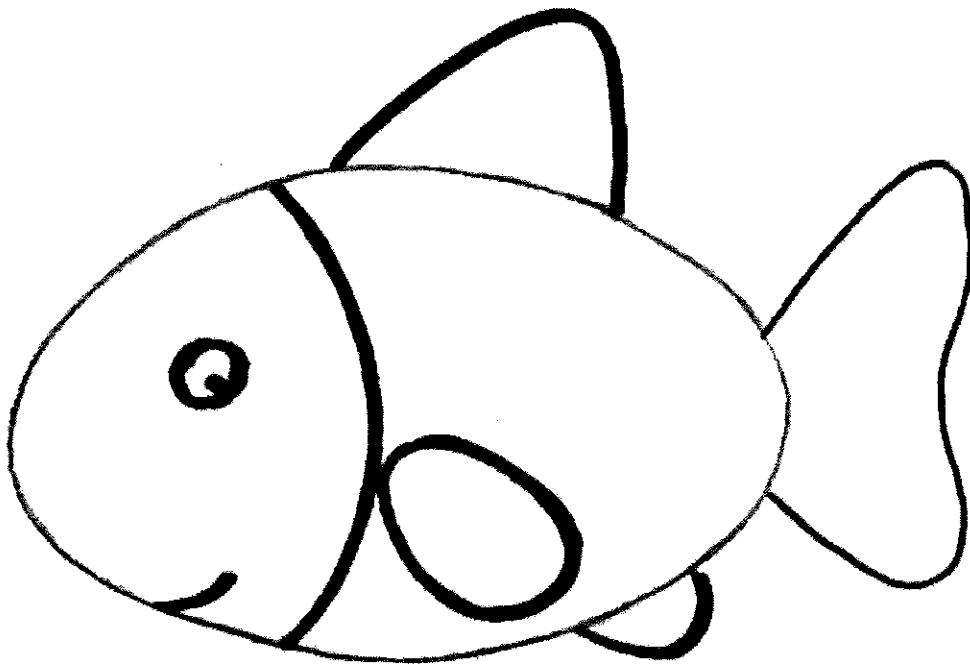
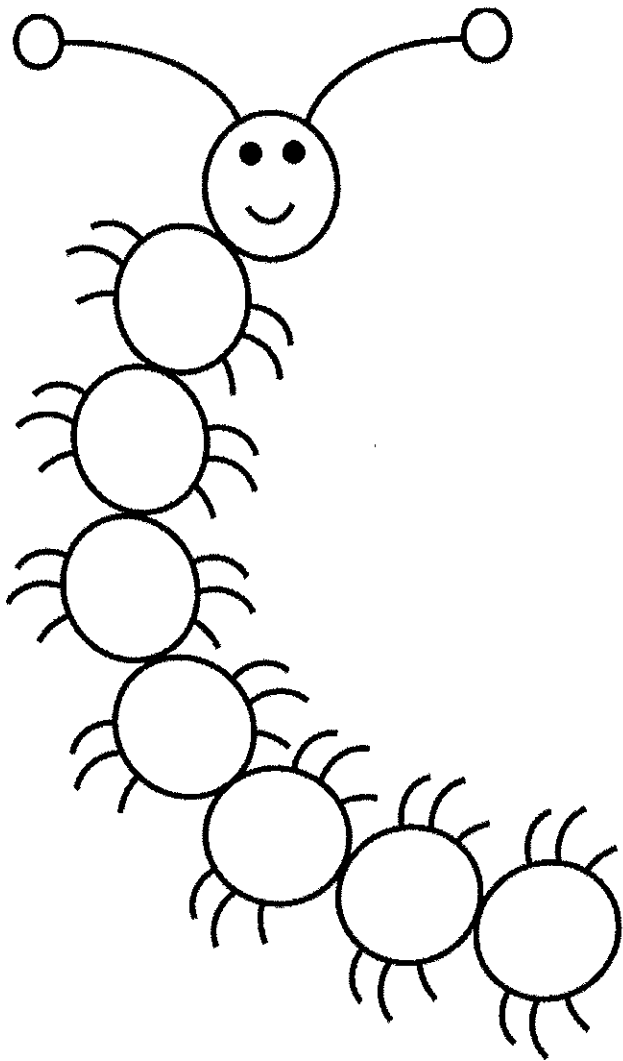
- Choose 1 or 2 volunteers and have them in the front of the room with the supplies.
- Have the rest of the group give directions one at a time to make the sandwich. Give them a goal: The volunteers have never made a sandwich and will need specific instructions to make the sandwich exactly as you would like it. Eg. Your task is to have them make a peanut butter and jelly sandwich with two pieces of bread and cut it into four squares.
- Remind the *sandwich makers* they must follow the directions they are given.
- Remind the *direction givers* that the sandwich makers can only do what they are told so they need to think through the steps and give specific instructions.

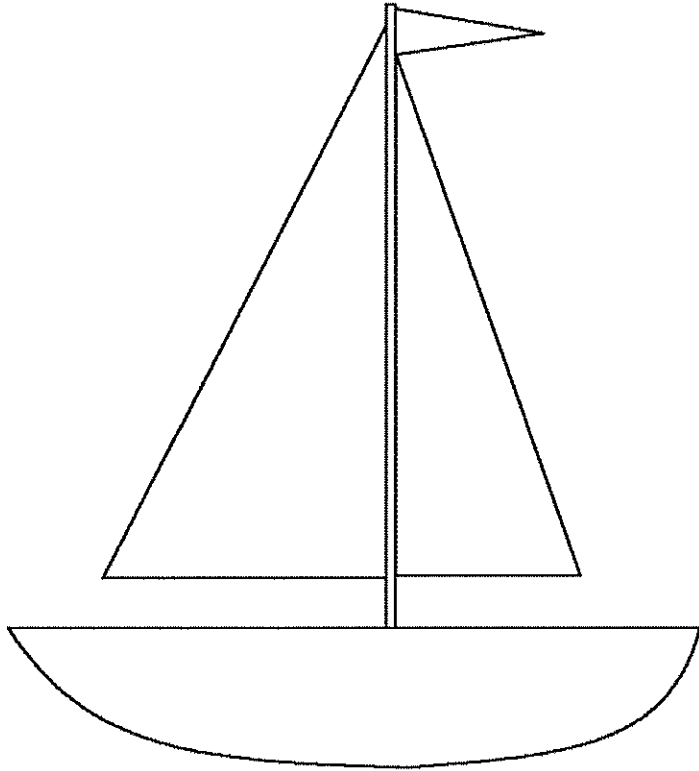




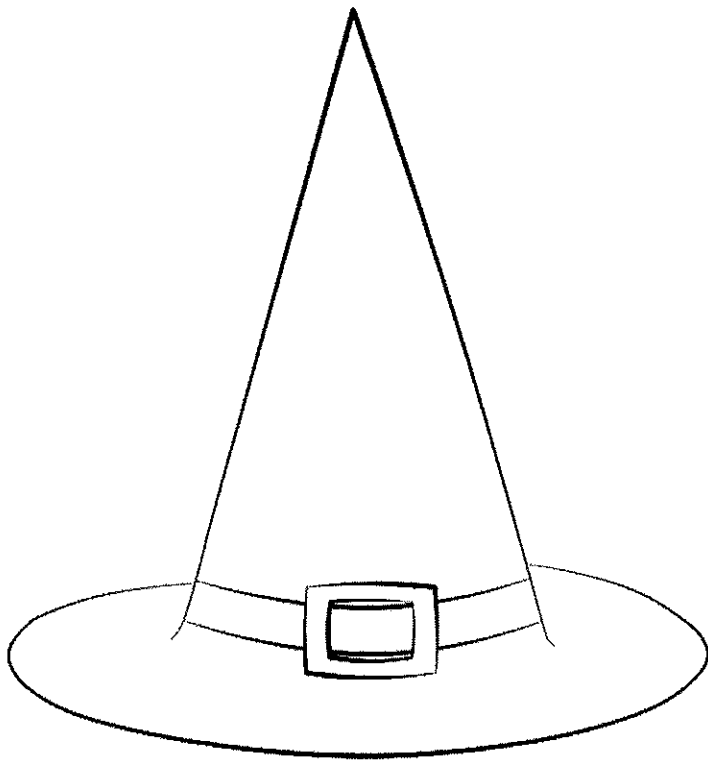








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Follow My Lead

Time Needed
30 minutes, 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?

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.explains.com/learn/learn/online-activities.php>

Communication Skills for You and Your Family
<http://extension.udel.edu/actsheets/communication-skills-for-you-and-your-family/>

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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 for the last person to 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 Livings, 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)

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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?

