



Verbal Communication

New Hampshire's 4-H Communication Series for Leaders

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Topics for discussion with members:

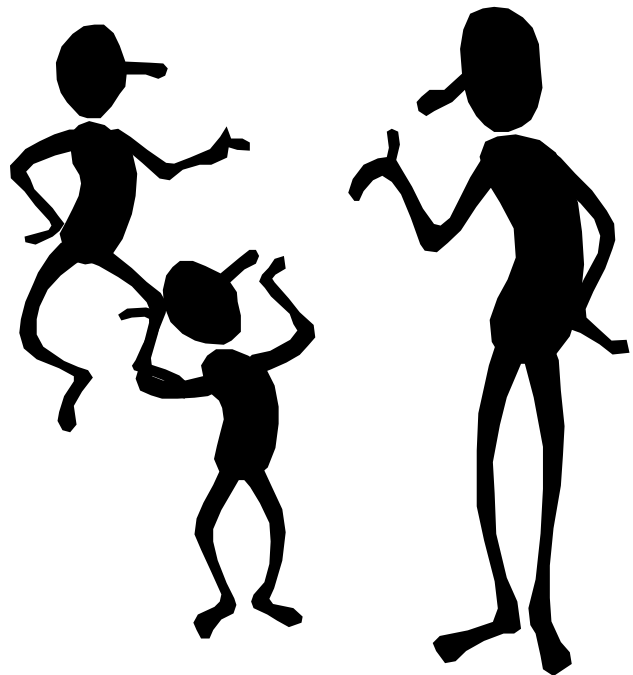
Communication Skills Helps Us To Give, Receive or Exchange Information With Others

Communicating Includes:

- Communicating with words (verbal)
- Communicating without words (non-verbal)
- Listening
- Writing
- Teaching
-and more

4-H Teaches Many Communication Skills Through:

- Demonstrations
- Action Exhibits
- Public Speaking
- Record Keeping
- Junior Leadership
- Club Officers
- Exhibits



* * * * * **Activities** * * * * *

Communicating with Words (verbal)

Discussion with members:

Learning to speak well is an important skill.
 One-fourth of the time spent communicating is spent speaking.
 A very common fear is speaking in front of a group.



Why I like 4-H

What to do? Tell your helper why you like 4-H

Think for a while about why you joined 4-H and what you like about it. After you have thought about these two questions, write down your answers. Explain your answers to your helper.

1. Why I joined: _____

2. What I like: _____

Looking back: Describe to your Helper why you answered the questions as you did. How difficult was it to think of words to explain what you like?

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Project Talk

What to Do: Give a project talk

Volunteer to “show and tell” something about your favorite project at your local 4-H club or at school. Your subject may be something you made in the project, a tool you use, or an activity you do.

Tell why you picked this project, what you have learned, what you like best about it, and how to make or use the item you brought. For example, you could tell about a birdhouse made in woodworking or a picture taken in photography. After the project talk, discuss the following questions with your Helper.

Looking Back: Why did you choose to talk about this project? How did you feel about speaking in front of a group? What would you do differently in your next talk? What questions did people in the audience ask? What did you do to get and keep their interest? Describe your audience’s reactions to your talk. Judging by those reactions, what did the audience learn from your talk?



Activity: Giving Directions 1

What to Do: Practice giving directions

Before you begin the activity, make five to ten note cards with step-by-step directions for completing a simple task that is written on each. Some examples of tasks are:

- Tying a shoe
- Sharpening a pencil
- Opening a carton of milk
- Wrapping a package with paper and tape
- Closing a jacket zipper
- Opening a can with a can opener

With a group of friends, family, or members of your club, explain that this

activity will provide experience in giving directions.

One at a time, each person in the group draws a card and reads it. He or she then gives the directions to the group in his or her own words without telling what the task is. Tell them not to use their hands with their directions.

Now ask a person from the group to demonstrate the task following the direction just given and using imaginary props.

Have the group members guess what the tasks is.

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Giving Directions 2

Materials Needed:

- | | |
|----------------------------|------------------|
| 3" x 5" file cards | One jar of jelly |
| One unopened loaf of bread | A butter knife |
| One jar of peanut butter | A damp rag |

Take a 3" x 5" card and write the directions for making a peanut butter and jelly sandwich. Do it individually and hand me the cards when you finish.

Select a reader and a sandwich maker. The sandwich maker will sit or stand at the table and do exactly as the leader says. The sandwich maker is not

to assume **ANYTHING!** Have participants begin.

After an experience like that, it's easy to see how hard it is to communicate clearly. Now try to send the directions through a second or third person.

Looking Back: Were the directions clear as the reader gave them? What variations happened? What conclusions can you make about when directions have to go through more than one person? What conclusions can you make about written communications?



Speak Better

Directions: Work in groups of four. Let each person get a chance to be the **SPEAKER**, while the other three **LISTEN**, then answer questions about the speaker's reading. Remember, your purpose is to help each other speak better.

SPEAKER: Read the following passage aloud to our group:

A teacher named Mrs. Regina Barnes once wrote that "speaking and listening are the means through which human beings most constantly influence or are influenced by one another; through which they enter into

a community of experience; by which they clarify ideas and beliefs; and through which they transmit knowledge and experience." Therefore, the better we speak **AND** listen, the better we can influence others, explain our ideas, tell someone else what we know, understand others, and be understood ourselves.

LISTENERS: listen attentively. Write your answers to the following questions. Then, after the reading, give them to the speaker.

VOICE	Reader 1	Reader 2	Reader 3
Ability: too soft? too loud?			
Quality: pleasant? harsh? high-pitched?			
DICTION			
Every word clear?			
Strong regional accent?			
Good pronunciation?			
Precise word endings?			
RATE			
Too fast? too slow?			
SUGGESTED IMPROVEMENTS			



Rumor Clinic

Put the following story on a large piece of paper:

The truck, heading south was turning right, when the sports car, heading north attempted to turn left. When they saw that they were tuning into the same lane, they both honked their horns, but continued to turn without slowing down. In fact, the sports car seemed to be speeding up just before the crash.

Send four "witnesses" and one "police officer" into another room. Have one "witness" remain with the group. The group acts as observers, noting when witnesses add to, delete from, or distort the story.

Read the story to the "witness" who listens but does not take notes.

Call one "witness" back into the main room. The first "witness" repeats

the story to the second "witness", in his/her own way, without help.

Call another witness back into the main room. The second "witness" repeats the story to the third "witness" in his/her own way, without help. Repeat until the fourth "witness" tells the story to the "police officer".

The "police officer" writes the "accident report" on a large piece of paper tacked to the wall. Put the original story up on the wall for comparison.

Discuss with the group and participants how each felt, how the story changed, what distortions, additions and deletions occurred in the story repetitions, and what conclusions can be drawn from the experience.

NOTE: Recent research show that eyewitnesses to crimes do not provide reliable testimony in court (in spite of their supposed accuracy). As this game will show, people tend to view events and hear stories according to their own past experiences, instead of being an objective recipient of the information.



Activity: Roll Call Topics and Ideas

What to Do: Think of roll call topics and ideas.

Think of five different roll call ideas your club could use at meetings. These ideas might be about subjects that each club member could respond to or show that he or she is present. Think of a subject everyone shares and that will be interesting. A good idea is "my favorite hobby". Discuss these roll call topics with your Helper. Tell your club's program planning committee about your roll call ideas.

Looking Back: After submitting your roll call ideas, discuss with your Helper why you chose the topics you did. Are they topics that all members of your club can answer to? Name some topics that club members would not want to answer to. What kind of subject can help members learn something?

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Listening and Inferring

Break the members into groups of 3 and send each group to various spots so that they can concentrate on their own group's conversation. Participant A takes 3 minutes to tell B and C about herself. Participants B and C each then take 2 minutes to tell A what they heard A say and what they infer (assume) from what A said

or left unsaid. Process is repeated with B and C telling about themselves. A discussion on listening and inferring can be held with the whole group based on conclusions drawn from the activity.

Credits: "Rumor Clinic" and "Listening and Inferring" from Handbook of Structured Experiences for Human Relations Training, Pfeiffer.
"Psychic Shake" from The New Games Book

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