

ACTIVITY 1-1: CONSTRUCTIVE COMMUNICATION

SKILLS: Listening, Communication

OBJECTIVE(s): After completing the activity, students will be able to:

- ◆ improve their listening and communication skills.
- ◆ use their listening and communication skills to work effectively on a team.

MATERIALS:

20 bags of Pattern Blocks (12 pieces per bag) - use two each of 6 different shapes

20 letter size file folders with colored shapes ↑ (legos, unifix cubes, etc. will work well)

BACKGROUND INFORMATION:

How to be an effective listener.

Use **Body Language** and facial expressions that indicate interest.

- ♦ Uses affirmative head nods
- ♦ Calm, yet expressive face
- ♦ Direct eye contact
- ♦ Body turned toward speaker
- ♦ Comfortable spatial distance

Expand conversations.

- ♦ Ask questions that cannot be answered simply by "Yes" or "No."

Clarify messages.

- ♦ Check out if what you heard is what the speaker meant. such as:
"Do you mean that...?"
"I hear you saying...?"

Reflect feelings.

- ♦ Guess the speaker's feelings by making statements such as:
"I'd bet you're glad."
"You seem angry!"

Things to Avoid:

- ♦ Distracting
- ♦ Judging
- ♦ Interrupting
- ♦ Changing the Subject.

Communication

One-way communication occurs when information is provided and the receiver isn't able to ask for clarification or additional information. Two-way communication occurs when both the giver and receiver are able to ask questions and ask for clarification.

PROCEDURE:

1. In this activity, students will use pattern blocks to improve their listening and communication skills. Begin by having students describe some different ways to communicate and the importance for communication skills. The instructor should introduce the difference between one-way and two-way communication.
2. Place students into groups of four. Each group will need two bags of pattern blocks (various geometric shapes) and one file folder with the names of the block shapes for use by students when describing the blocks.
3. The group of four should then be equally divided into Group A and Group B.
4. A file folder should be placed upright as a barrier between Group A and Group B. Each group will need a bag of pattern blocks.
5. **Part 1: One-way communication.** Group A will build a pattern using the following blocks: one yellow hexagon, one green triangle, one orange square and the one red trapezoid (**each block lays flat on the table**). It is important to keep Group B from seeing the finished pattern. It is also important to keep both Groups (A & B) from seeing what each other is working on.
6. One (and only one) of the builders in Group A should give instructions to Group B. These instructions should allow Group B to build the same pattern that Group A has completed. The description can include colors, shapes, and positions of the blocks. The builder in Group A who is providing this information can do so **only once** (no repeating information). Students in Group B (who are receiving this information) **may not ask any questions**.
7. After Group B has completed their pattern, compare for accuracy. Students should have success with this trial run and understand the process of one way communication.
8. Now, Group A and Group B should switch roles and repeat steps 5-7.
9. Both groups should use one-way communication to complete a pattern made with 6 blocks, one of each color.
10. **Part 2: Two-way communication.** Repeat the process using the same 6 blocks to create a pattern, utilizing two-way communication. In two-way communication, Group A will deliver the information and Group B will receive the information. The difference here is that both groups are able to ask questions and ask for clarification when they don't understand an instruction (remember that all blocks lie flat).
11. Now, Group A and Group B should switch roles and repeat step 10.
12. If time permits, groups may increase the number of blocks and repeat step 10.

CONCLUSION:

Instructors should discuss the differences between one-way and two-way communication and use the following questions to bring closure to this activity:

1. If patterns did not match, why didn't they?
2. Which seemed easier, one-way or two- way communication? Why?
3. In which process, one-way or two-way communication, were the best results achieved?

3. What are the important attributes of a good receiver of information?
4. What are the important attributes of a good communicator or giver of information?
5. Why are communication skills important when working in teams?

Day 1

Teacher's Guide

Check-in As students check in, assign them to a counselor and attempt to balance groups by gender and race.

9:00 a.m. Opening

Set a positive tone for the camp by extending a warm welcome to the students and briefly describe some of the exciting activities that await them. Introduce all members of the staff and ask students to give their names and say something about themselves if they like. Make sure each student has an appropriate name tag so that they can be identified by name. Identify the objectives for the camp.

Camp Objectives:

1. Provide activities that help students understand the relationships between the nature of energy, water resources and conservation in our region.
2. Develop and enhance basic scientific skills and literacy among participants.
3. Provide a Native American perspective on the region's physical geography.
4. Engage students in hands-on, exploratory, and fun activities.
5. Provide supplementary learning activities in which students can apply classroom learning to their region's environment.
6. Create multicultural experiences for participants.

9:10 Serve breakfast to campers in their groups.

9:25 Do Activity 1 below:

Activity 1: What Are You?

Skills: Listening, Questioning, Classification

Objective: Students will be able to describe the subjects they will study during the camp by finding the mystery names they each have been given.

Materials: 3" x 5" Stick-on Labels

Procedure:

Place a stick-on label with one of the camp subjects written in large letters on each student's back. Each student will be able to see everyone else's label but their own. Use the same terms that are identified on the pre-test form in Activity 2 for consistency (included on the following page).

Have students ask one yes or no question of each student until they figure out who they are. Before beginning, offer students some examples like: Am I living or non-living?, Do I have legs?, Am I bigger than an apple?, etc. Once a student figures out who they are, have them come up to tell you and move their label from their back to their front where they can see it. Ask students to help other students find their names once they have succeeded in finding their own.

This activity requires about 10 minutes or until all students have figured out who they are (provide additional clues to students who are struggling). This leads into the next activity - a pre-test.

Conclusion: Bring closure to this activity by telling students that the labels and names that were used in the activity are the things they will be learning about during the next two weeks.

Activity 2 Pre-test

Skills: Listening, Following Directions, Writing

Objective: Students will be able to demonstrate their existing knowledge base relating to water, conservation, and energy by writing and drawing everything they can think of on the pre-test form.

Materials: Pre-test form, pencils

Procedure: Using the Pre-test form provided for this activity, ask students to write down or draw everything they know about water, conservation, and energy. Remind students that they may use the key words provided for assistance.

Activity 3 Cooperative Learning - Building a Tower

Skills: Problem Solving, Small Group Work, Construction

Objective Students will be able to work cooperatively to construct a tower using different materials which could not be built as high by working alone.

Materials: Six each of the following for individual groups:
 Straws, Paper Clips, Tape, Rubber Bands, Pencils, Erasers, Paper

Procedure: Groups of students are each provided one set of the 6 different materials. Students are first asked to individually build the highest free-standing tower they are able to with the one type of material. Next, groups pool their building materials to see which group can build the highest tower utilizing the additional resources and ideas of the whole group. Prizes are offered for the group who can construct the tower with the greatest height.

After the towers have been built and measured, discuss the advantages of working together cooperatively in a group. The following are suggested items for discussion:

- Conclusion:**
1. Ask students to describe some advantages of working with others.
 2. Do all groups work well together?
 3. What are some characteristics of groups that work well together?
 4. Do you have more confidence in your work when produced by a group?
 5. Describe some things that might keep a group from working together.
 6. Should you have rules for working in groups such as not criticizing?

10:45 a.m. Snack Break

Activity 4 Group Names

Skills: Small Group Work, Invention, Observation, Communication

Objective(s): Students will be able to select a suitable name for their camp group by relating their name to the camp objectives.

Materials: Tent Cards, Buttons, Button Maker

Procedure: Based on the introductory activities, ask students to consider the objectives and the types of things they will be learning about in camp to select a suitable group name. After they have selected a name, have them design a trademark to go along with their group name. Note that anything may serve as a trademark and that once designed and used, their trademark is their property and no one else may use it without permission. The NIKE swosh is a good example of trademark.

Once group names are selected and trademarks designed, have students make a tent card placard and individual buttons with their group name and design on it.

Conclusion: Have a group representative explain their group name and trademark to other groups in the camp.