

#10518

IT'S NOT WHAT YOU SAY: MASTERING BASIC COMMUNICATION

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Grade Level: 9-13+

26 Minutes



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IT'S NOT WHAT YOU SAY
MASTERING BASIC COMMUNICATION

Ever started an innocent conversation that ended in an argument? Is talking to your parents harder than it should be? Have co-workers ever missed the point of what you were saying?

Overview:

This program helps viewers improve communication skills with help from expert Bill Cakmis. For years he trained actors, anchors, politicians, and athletes. Now here are his winning strategies. Discover the difference word choice can make. Find out what non-verbal communication is all about. Understand the power of emotional tone. From body language to listening, communication is a skill you can learn.



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Basic Elements of Communication

1. Words
2. Visual
3. Emotional Tone

* **Activity 1:**

Good Communication = Daily Affirmation!

Directions: Each person will get 5 index cards. On each one write:

"I am a Great Communicator!"

Place these cards where you will see them several times a day on a daily basis. *Example:* mirror, refrigerator, locker, or anywhere else where you will see them. *Each time you see the card, READ THE AFFIRMATION OUT LOUD. (Helps improve self-esteem and build confidence to become a better communicator.)*

Note: If being a "great communicator" isn't one of your goals, try writing "I am a Great Listener!"

* **Activity 2: VISUAL IMPACT!**

Visual is the most powerful element of communication. This includes eye contact, facial expressions, clothing styles and body language.

Directions: Divide into groups of 4-6. Have each group prepare at least 10 examples of visual communication. These will then be demonstrated to the other groups, who in turn will identify what is being communicated. (See answer key for examples.)

Quality of Voice/Emotional Tone

Volume = quantity, strength, loudness

Rate = speed of delivery

Clarity = not being confusing or ambiguous

Powerful PAUSE = changes meaning of words

* **Activity 3: Voice Quality**

Directions: Practice each sentence varying the volume, rate of delivery, clarity and pauses. Discuss the meaning of each sentence with each variation. How could this affect another person's understanding of what you say?

1. I never said I thought you were crazy.
2. I told you that I would be late coming home.
3. You said she didn't have any right to say that about me.
4. It's what I do at the end of my day.
5. You said I was a great speaker.

Avoid miscommunication

- Be specific
- Show respect
- Say it *simply*
- Be honest

LISTENING is as important in communication as speaking. Listening is receiving the message from the speaker and understanding what is being communicated.

* **Activity 4: Do You Hear What I Say?**

Directions: Play the "old" GOSSIP game to illustrate how people listen and interpret what is said. Think of a sentence about 8-10 words long containing information to pass on to the receiver. Have the group get in a circle (or otherwise close together.) Then whisper the sentence to a person who then whispers what s/he *thinks* they hear to the next person, and so on until everyone has heard the sentence. The last person tells what s/he heard. Often this is quite different from the original sentence. Others may also tell what they heard. Varying quality of voice may also add interest to this activity.

Answer Key:

Activity 2: Visual Impact!

Examples of possible responses; teacher or leader may add more.

Eye contact to give and get signals: glare disapproval, stare as in "interested."

Avoiding eye contact = mistrust

Facial expressions (the SMILE is the most powerful expression.) frown, raised eyebrows.

Clothing = make assumptions about people based on how they dress.

When a female wears really tight clothing it may send the message that she is "easy" when that isn't true.

Body language: actions speak louder than words...and your body language often says a lot about you. Arms folded while talking with someone could mean you're disinterested.

Activity 3: Voice Quality

The 5 sentences each will be repeated several times with emphasis on the different words to create a varied meaning. Example of this is provided in the video for sentence #1.

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