

Overview

Positive communication, through words and action, is an essential skill for daily living. With emphasis on social-emotional well-being, this lesson will give your learners the opportunity to learn, discuss, practice, and explore various methods of positive communication, rotating through 4 different stations spread around the corners in your room.

NB Curricular Connections

3-5 Learning Areas

English Language Arts:

- *Strand:* Interactions - *Big Idea:* Expression – *Skill Descriptor:* Describe and discuss thoughts, feelings, experiences, ideas, and opinions.
- *Strand:* Reading - *Big Idea:* Reading Comprehension

Personal Wellness:

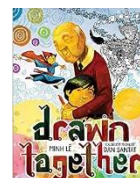
- *Strand:* Relationships - *Big Idea:* Healthy Relationships
- *Strand:* Mental Fitness - *Big Idea:* Positive Mental Health

What You'll Need

- Corner #1-4 signs (printed & posted - *see below*)
- Breathing Cards for Corner #1 (printed - *see below*)
- I – Messages handout (4-5 printed copies for center – *see below*)
- Book – Drawn Together (by: Minh Le & Dan Santat)
- Pencils
- Mirrors (1 large one or 3-4 small ones)
- Non-Verbal Charade Cards (printed and cut up - *see below*)
- I Wish You Knew...Sheet (photocopied for each student - *see below*)
- Chart Paper & Markers

Instructions

1. Read Aloud – Drawn Together: Read the book. Discuss: *Have you ever experienced challenges communicating with someone? What is positive communication and how can we practice it?*



2. **4 CORNERS:** Take the time to explain each of the 4 Corner Activities (that you have set up before hand) ensuring that any questions about them will be answered before going to them. Divide students up into small groups and feel free to set a timer (7-8 minutes per corner) to ensure that students get to all four.

Corner #1 - Strategies for Self-Regulation

In order to positively communicate with others, I need to be able to be calm, thinking clearly, and aware of my own mental and emotional state. This corner provides examples of how to self-regulate and can be used at any time throughout our daily routines. Please set up the posters (see attached) to print and post in this corner for students to try out. Include the Chart and a pencil, so that students can vote on a favorite technique before moving on to the next station.

Corner #2 - Practicing I-messages

When we start our communication with the word “you”, the person we are talking to can feel defensive. They may feel like you are being mean to them and that you are wrong. When you begin with the word “I”, you are explaining your point of view. The other person is more likely to listen to what you are saying without arguing back. Using the mirrors, have students practice the I-messages and on a piece of chart paper provided (with markers), have students reflect on how changing you to I made them feel.

Corner #3 – Non-Verbal Communication

Act it Out! Approximately 93% of effective communication is nonverbal, while spoken words account for only 7%. Can your fellow students guess what is happening? Use actions to try and express the message from the message cards. Remember to stay quiet and communicate without using your words.

Corner #4 - Communicating Through Difficulty and Challenges

Have the Read Aloud – *Drawn Together* available to look (or hear or view) at this station. For Students: Think of a person in your life that you are having difficulty communicating with in some way – someone with differing opinions, someone who doesn't seem to listen to you, someone you wish you knew better, someone who speaks another language, etc. – complete a copy of “I Wish You Knew...” with this person in mind. Draw, sketch, and write about what you wish they knew about you. After writing down your wishes, reflect upon how you could best communicate this to them. What is 1 simple action that you could do to try to communicate easier with them?

3. **NEXT STEPS:** Gather together as a group and discuss each corner:

Corner 1 - review the chart and discuss the findings

Corner 2 - discuss how it felt to talk into the mirror and review the chart paper filled with student's thoughts

Corner 3 - reflect on how quickly people could guess the gestures

Corner 4 - invite students to share their writings/drawings and their action plan (who feel comfortable doing so).

Re-visit our initial question: *What is positive communication and how can we practice it?* Have students add on to their original responses.

4. **CAREER CONNECTIONS:** Positive communication skills are essential for our daily living but are also critical in the workforce. Using the following job titles, briefly ask students to reflect on how positive communication is KEY to being successful in these career fields:

- Carpenter, Dental Assistant, Marketing Consultant, Technical Support Advisor, Family Physician, Engineer, Social Worker, Wildlife Biologist, CEO, Video Game Developer

What groups of people do each of them need to communicate to? What might be consequences of NOT using positive and effective communication skills in these job roles?

5. **SHARE:** Feel free to send us photographs of your class completing this learning activity via Twitter @NBCOE.

Extension Ideas:

- Create a Permanent Corner – for positive communication practice throughout the school year (have students add to it as they find what works best for them)
- Have students find other self-regulation techniques and share with the class
- Make a co-created chart of I-Messages and when students find themselves using one, have them put their name on the chart (add them up at the end of the year)
- Create a short video of positive communication tips for school-wide news, assembly, or for another class

Reflection Activity

Please see the attached PDF for several choices on how you and your learners can reflect upon today's activity.

Self-Regulation Techniques

**Try all of them and vote on the
one that made you feel the most
calm and focused.**

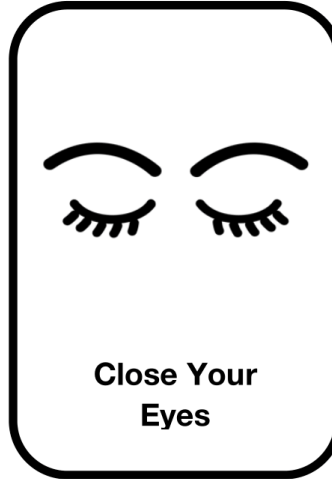


6 Steps to Belly Breathing

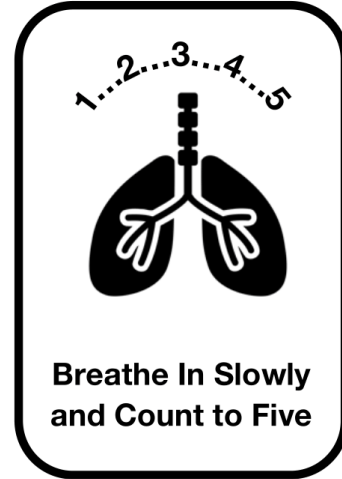
STEP 1



STEP 2



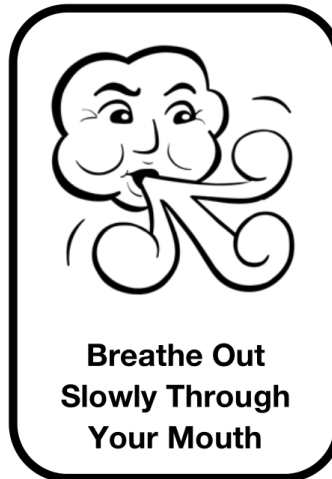
STEP 3



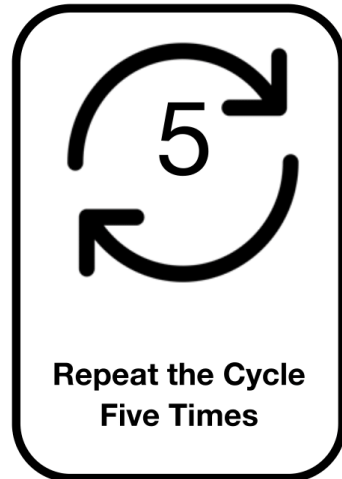
STEP 4



STEP 5

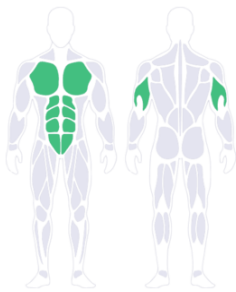
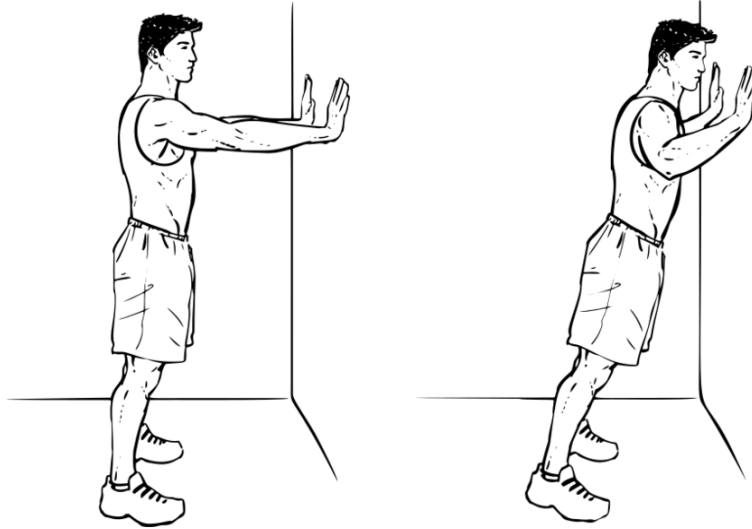


STEP 6





Wall Push-Ups



Primary muscle group(s):

Chest, Triceps

Secondary:

Abs

Stand in front of a wall, extend your arms out to measure the correct distance. Brace your core and place your hands against the wall.

Keeping a tight core, slowly lower your chest towards the wall.

REPEAT 10 TIMES – How do you feel?

CORNER #1 - Stretches

Stretches



15 seconds



10 seconds
each side



15 seconds



15 seconds
each side



30 seconds
each leg



30 seconds



20 seconds



25 seconds



30 seconds



30 seconds
each leg



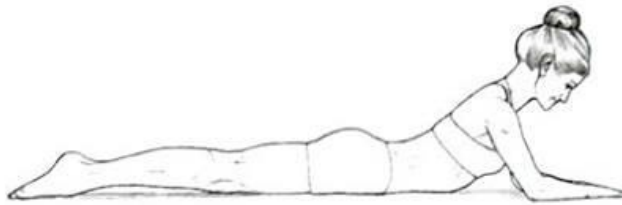
20 seconds



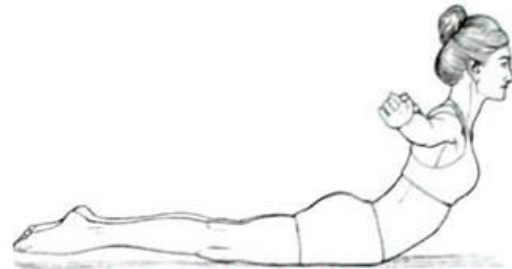
20 seconds
each leg



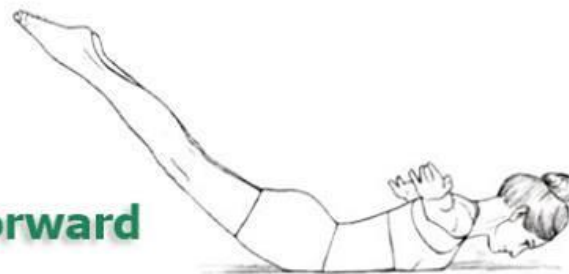
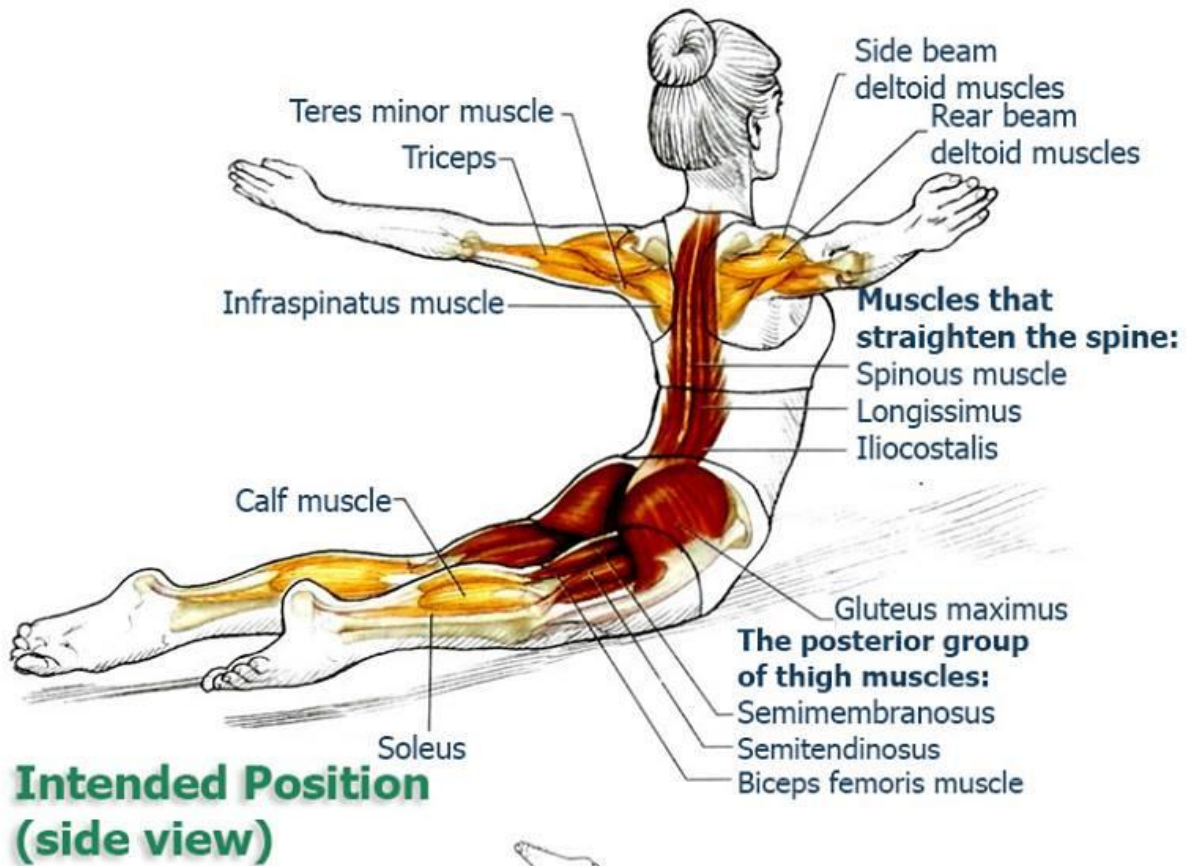
CORNER #1 – Swan Dive



Initial Position



Intended Position



Roll Forward

CORNER #1 – CHART

Which technique helped you most effectively?

(Vote only for 1)

<i>Activity:</i>	<i>Tally:</i>
Belly Breathing	
Wall Push-Ups	
Stretches	
Swan Dive	



Centre of
Excellence
HEALTH

CORNER #2 - I messages

Using the mirrors at your centre, pick up scenario cards and read both out loud and into your mirror. Notice the difference between, “You....” and “I....”. After you have read through the cards, write down how you felt changing the word *you* for *I* on the chart paper provided.



CORNER #2 - I messages

You are mean!

I felt sad when you said that because
it was not true.

You never let me play!

I feel left out when I see you playing with
everyone else because I want to join in, too.

You made me late!

I am frustrated that we left the house late
this morning because I like being on time.

You always send me gross snacks.

I am disappointed when you send me
_____ because I don't like it/them.

You are so annoying!

I feel annoyed when you act like that or say
things like that because I have asked you to
stop.

You don't care!

I feel sad when you mentioned that
because I had asked you to not share that
information with everyone.

Can you create **5** I-messages of your own? Practice them in the mirror.

I feel

(name the emotion)

when

(what happened)

because

(explain why)

Non-Verbal CHARADES

**Taking turns with your group, perform the
action on the card without WORDS!**



CORNER #3 – Charades

Print & Cut out

Tell your friends... To give you a high five!	Tell your friends... To wait a minute!	Tell your friends... To do a thumb war!
Tell your friends... To be quiet!	Tell your friends... To open a window!	Tell your friends... To get a drink from their water bottle!
Tell your friends... To switch seats with you!	Tell your friends... To let you borrow a pencil!	Tell your friends... To check their teeth for food stuck in there!
Tell your friends... To get a snack!	Tell your friends... To dance with you!	Tell your friends... To practice their baseball swing!
Tell your friends... To stand up!	Tell your friends... To pull their ear!	Tell your friends... To rub their belly!
Tell your friends... To get out a piece of paper!	Tell your friends... To turn around in a circle	Tell your friends... To look at the clouds!
Tell your friends... To fist pump a friend nearby!	Tell your friends... To put their hair up in an elastic!	Tell your friends... To do jumping jacks!
Tell your friends... To march in a line!	Tell your friends... To grab a book to read!	Tell your friends... To do a group hug!

I Wish You Knew...

**Communicating
When It Is Difficult**



I Wish You Knew...

Think of a person in your life that you are having difficulty communicating with in some way – someone with different opinions, someone who doesn't seem to listen to you, someone you wish you knew better, or someone who speaks another language.

With this person in mind, draw, sketch, and write about what you wish they knew about you:

What is 1 simple step of action that I can take to help the communication with this person be less difficult?
