

Relationship Lesson Plan-The Dibble Institute

Title or Summary of Lesson:

Title: Candyland of Communication
Class Taught: Preparation for Parenting
Grade Level: 10-12 grade

Objectives: Students will:

Identify components of relationship building communication.
Describe how they used components of communication when talking to family and friends.
Determine the importance of listening, echoing, using empathy, eliminating distractions in building relationships or solving problems.
Compile a visual reminder of how to effectively communicate.
Evaluate how a relationship was changed by using effective communication strategies.

Texas Essential Knowledge and Skills:

4B-Determine strategies for managing the multiple roles of parents.
4E- Describe techniques for effective stress management.
9E- Identify strategies that deter abusive behavior.
10C-Determine strategies for preventing and coping with family crises.

Amount of Time Needed for this Lesson: 2 to 3 hours- spend 1 hour explaining the components of good communication and one or two hours allowing students to share their communication experiences with the class

Materials Needed: Candyland of Communication Handouts-attached
Candyland game, candy

National FCS Standards/Benchmarks/Frameworks:

Activity/Implementation:

1. Discuss the importance of effective communication in relieving stress, preventing family crisis, deterring abuse and assisting in managing multiple roles of parents.
2. Discuss the children's game, Candyland, in which a young boy and girl begin a journey to a happy home. The young boy and girl may represent a husband and wife, mother and father, two friends, two co-workers or any other groups of people who must work together to reach a common goal or develop a relationship. The boy and girl are on a journey to reach the Candy Castle. The castle represents a strong relationship.
There are many places along the journey to the castle that provide opportunities to learn about communication.
3. You have received a sandwich size plastic bag. As we journey along the road to the castle, you will put a piece of candy into your bag for each component of good communication discussed.

4. You will take the bag of candy home over the weekend to remind you to use the components of good communication.

5. You will bring the uneaten candy back on Monday. On Monday, you will share with the class how you have earned your candy. You will tell the class how you used the components of good communication with family and friends.

Resources: Candy as described on handouts, small plastic or paper bags, Candyland game (optional)

Evaluation/Assessment/Scoring Guide/Rubric: See Candyland of Communication Assignment

Submitted by:

Name/Position: Dana Hutnyak/Family and Consumer Science Teacher

School: San Marcos High School

Address: 2601 E. Mc Carty Lane

San Marcos, Texas 78666

Telephone: 830-708-3609

E-Mail Address: dhutnyak@hotmail.com

Candyland of Communication

One of the first components of good communication is selecting the proper words to say. Instead of accusing and calling names, send "I" messages, such as:

"I think..."

"I feel..."

"I noticed..."

"I was hurt when..."

"I am concerned...can we talk?"

By sending "I" messages you are letting others know you are concerned and would like to communicate with them.

The Peppermint Stick Forest on the Candyland game reminds us to send an "I" message. Place the peppermint stick in your bag.

Another component of good communication is reflecting, repeating or echoing. To echo, restate part of a person's statement in the form of a question in order to explore underlying feelings. Echoing is also used to help the listener focus in on the message and check for understanding.

Example: Person #1- "I'm so tired."

Person #2- "You're tired?"

Person #1- "Yes, I feel depressed and tired."

Person #2- "Why are you feeling this way?"

The next stop on the Candyland game board is the Gumdrop Mountains. If you stand on one mountain and talk to another mountain you hear an echo. Place a gumdrop in you bag to remind you to echo the other person.

One of the most important components of good communication involves eliminating barriers or distractions. It is difficult to communicate effectively with others when there are distractions, such as the TV, computer, phones and interruptions by others. For better communication: Turn off the TV/computer, phone and eliminate distractions from others.

Another helpful hint is to informally set an appointment. By setting an informal appointment, you are helping eliminate interruptions. Example: "I need to talk to you tonight after dinner."

The next stop on the Candyland board game is the crooked old peanut brittle house. This house looks like people are moving in and out of the house all day long, slamming doors and perhaps yelling to be heard. Put a piece of peanut brittle in your bag to remind you to eliminate distractions and set an appointment to enhance communication.

Effective communication often involves observing body language. Remember to observe facial expressions and body stance. Listen also to the tone of voice used by the message sender.

The next stop on the Candyland board game is the Lollipop Woods. Put a lollipop in your bag to remind you to put a lollipop in your mouth and keep your mouth closed and listen with your eyes and ears and heart to enhance communication.

In order to “get on the same wave length” as the message sender, it is important to use empathy. Attempt to understand the experiences or perceptions of others when communicating with them.

Example: “Because of your past experiences, I can understand that you may feel (or think)...”

It is often difficult to communicate with others because of:

- 1) stereotyping-“All women...”
- 2) failure to listen-because preoccupied with preparing a reply
- 3) use of automatic responses-“Everything will be fine.”
- 4) Unaware of how we are perceived by others-check out you tone of voice, mannerisms, possibly even your clothing to see if they communicate the image you want to send
- 5) Failure to clarify – ask questions to make sure you understand the message
- 6) False assumptions-listening to gossip and making preformed opinions-basing your opinion on what someone else has said
- 7) Childhood teachings-“don’t think, feel, talk”-“big boys don’t cry or share their feelings, etc.”

The next stop on the Candyland board is the Ice Cream Sea. Instead of ice cream, you have a tri colored piece of candy. Place the neapolitan candy (made by Brach’s Candy) in your bag to remind you to get on the same wavelength as the other person.

Candyland of Communication Assignment

You have received candy that represents the components of good communication. You must earn the right to eat this candy by using the component of communication each piece represents.

Over the weekend, you will communicate with many people. You may choose one of two options to earn your candy. The first, and preferred, option is for you to communicate with one person and use all the components of good communication with one person. When you use all the components with one person, you are more likely to reach the peak mountain top experience of sharing mutual thoughts and feelings with another person.

The second option is to use the components of good communication with several people.

Each time you use a component of good communication, record it below. You do not have to tell the exact words that were said, but you must give some kind of indication of how you used the component of communication.

Do not eat your candy as you use the component. Bring your candy back to class and be prepared to share with the class how you earned your candy.

Use the following as a guide to help you remember the components of good communication and to record how you earned each piece.

1. Say It Straight-(Peppermint Stick Forest)

Tell the other person how you are feeling or what you are thinking by beginning with “I think or feel...”

What did you say to begin a conversation with the other person?

2. Echo-(Gumdrop Mountains)

Tune in to what the other person is thinking or feeling by echoing their thoughts or feelings. You might say “I think you are thinking or feeling...is this correct?”

What did you say to echo the other person’s thoughts/feelings?

3. Eliminate Distractions (Peanut Brittle House)

Remember to set an appointment to talk and then eliminate distractions, such as the computer, phone, other people, etc.

What did you do to set an appointment or eliminate distractions?

4. Remember the importance of listening. (Lollipop)

What did you do to open your ears and eyes instead of your mouth? Did you remember to pretend you had a lollipop so you couldn’t speak?

What did you do to help you listen carefully with your ears and eyes and heart?

5. Use Empathy (Neapolitans)

Try to get on the same “wavelength” with the other person. What might they be thinking or feeling?

What did you do or say to get on the same “wavelength?”

6. Remember that conversations help solve problems and create deeper understandings.

Did your conversation result in a deeper understanding of the other person or did it help solve a problem? Explain

Did you use all the components of good communication with one person?