



E² Entrepreneurship Experience

Lesson 6: Communication — Pass It On



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Additional meeting resources can be found in the Appendix at the end of Lesson 1 (4H1098A).



Lesson 6: Communication — Pass It On

Lesson Time: 75 minutes

Materials Needed

- » Numbered sign-in sheets, pencil
- » Hand-washing poster
- » Camera for photo opportunities
- » 1 file folder per child
- » Simple line drawings
- » Paper for drawing
- » Writing utensils

Snack materials:

- » Tortillas
- » Bananas
- » Peanut butter
- » Jelly or jam (optional)
- » Cream cheese (optional)
- » Beverage: milk or other
- » Plastic knives
- » Plastic spoons
- » Paper plates
- » Cutting boards (or use a paper plate)
- » Container or bag for disposable waste
- » Assemble into "Snack Kits" as directed on handout 6.2

Make Copies of

- » Resource 6.1: names of tools and cut them into sections (tools) – 1 tool per child, cut and put into basket for drawing
- » Resource 6.3 Pass It On activity (line drawings) (1 per child)

For 4-H Meeting

- » American Flag
- » 4-H Flag
- » 4-H Pledge Banner
- » 4-H Motto

Room Arrangements

- » Tables and chairs for meeting
- » Snack table
- » Lesson/activity table

Overview

Interpersonal skills are helpful to everyone, especially entrepreneurs. They are skills that help us communicate accurately and effectively. Those skills include verbal and nonverbal communication techniques, cooperation with other people, and being able to work with others in a team.

1. Objectives

- Students will learn how verbal (describing an object), and nonverbal (tactile or visual) communication contributes to good communication.
- Students will learn that communication depends on good listening and clear speaking as well as non-verbal skills.

2. Life Skills

- Healthy Interpersonal Relationships

3. Getting Ready

For a 4-H Meeting

- Prepare the meeting room by displaying the American flag, 4-H flag, 4-H Pledge banner, and 4-H Motto banner at the front of the room. Optional: Read the 4-H Code of Conduct.

For a session with or without a 4-H Meeting

- Have numbered sign-in sheet and pencils at the meeting door entrance.
- Arrange tables, chairs, etc. for meeting space and activity space.
- Arrange beverage and snack ingredients on separate table.
- Arrange lesson activity supplies on separate table.
- Have camera available for photo opportunities.

For the Snack Activity

- Prior to the meeting, check health participation forms for food allergies and make adjustments accordingly.
- Prior to the meeting, prepare all ingredients according to Snack Information Sheet.
- Arrange supplies/ingredients in the center of a table so that participants can have access from both sides of the table, beginning with plates, food ingredients, plastic ware, napkins, and beverages.

American Flag
Gavel

Roll Call:

Be sure each participant has received a slip of paper with the name of a tool

Resource 6.1

Banana Wraps recipe (Resource 6.2): <http://www.kidsacookin.org/easy-recipes/Banana-Wraps.pdf>

Snack Directions:

Adult Volunteer:

You can have one child give the directions to the group or you can have them divide into groups with one member of each group giving the directions.

The key is to have the participant leader give every possible description and direction for what to do. The other participant followers are not allowed to do anything without detailed directions first from the participant leader.

Example of Detailed Directions:

Instead of saying, "Spread peanut butter on one side of the tortilla." The child leader should be

For Lesson Activity

- Prior to the meeting, gather a variety of materials, tools, supplies described in the lesson instructions.

4. Open the Meeting

- Tap the gavel twice. "The meeting of the Entrepreneur SPIN Club will now come to order."

5. Flag Salute

"We will now have the Flag Salute led by _____."

(Choose someone to stand in front of the group to lead the pledge.) *Tap the gavel three times to stand. When the pledge is completed, tap the gavel one time to have the group sit.*

6. Roll Call

"We will now have roll call." (Pass out a slip of paper with a different drawing of a tool to each participant.) "You will answer by naming and describing the tool and what it looks like, such as: hammer, stapler, scissors, fork, spoon, butter knife, drinking cup, spatula, pliers, saw, nail, needle, pin, pen, button, cell phone, cereal bowl, toothbrush, eye glasses, fingernail clippers, screw, screw driver, sandpaper, paint brush, paint roller, dinner plate, transparent tape, tape dispenser, glass jar, (others that you can think of). Remember to use a complete sentence when you answer roll call."

- *Note to facilitator: Tell the kids to keep the description simple (for the sake of time) such as Hammer: it has a handle and a steel head with a claw.*

Talking Points:

- Ask the participants if it was easier to describe what the tool does or what it looks like.
- Ask the participants if they had to use their hands to help describe what the tool does.
- Ask if it can be difficult to communicate an idea (as opposed to an object) to another person. Why might that be?
- Ideas don't have shape or color or texture, you can't touch or hold an idea, and you can't say what an idea does (ideas don't of themselves have action).

7. Snack Activity

Adult: "Remember to wash your hands!"

Adult volunteer will now lead the meeting. Our snack for today, in part, will be an activity of one person communicating to someone else how to prepare their snack. Point out the food items and tools to be used.

Banana Wraps Recipe

Ingredients:

- 1 to 2 tablespoons peanut butter, smooth or crunchy (or

much more detailed: "Place your tortilla on the table in front of you. Now pick up your knife and dip it into the jar of peanut butter and pull out some peanut butter. Use that knife with peanut butter on it to spread the peanut butter onto the tortilla."

If the child leader forgets to say, "Now pick up your knife..." the child followers cannot pick up the knife because the child leader did not give the expressly detailed directions to pick up the knife.

Pass It On Activity:

Resource 6.3

Adult volunteer – Have available a manila envelope with a simple line drawing.

Adult volunteer – give the instructions to begin the "Pass It On" Activity. Be sure you don't show the paper results to the whole class too early because there are only a few simple geometric drawings.

Standards

National Content Standard for Entrepreneurship Education:

D.01 – Skills for Learning/Academic Development; Standard A

D.26 – Skills for Living/Personal/Social Development; Standard C

jelly/jam or cream cheese for those allergic to peanut butter)

- 1 (8-inch) flour tortilla
- 1 whole banana

Directions:

More thorough directions will be given by a participant as part of the activity.

1. Spread peanut butter on one side of tortilla.
2. Peel banana and roll up tightly in tortilla.
3. Slice into pinwheels or serve whole.

Tool Kit:

Plastic knife, plastic spoon, cutting board, tortillas, bananas (these may be cut into halves crosswise), peanut butter in jar or bowl (or jelly/jam or spreadable cream cheese), paper plate, disposable glass for beverage, disposal container (RESOURCE 6.2).

Beverage: milk or water

8. Talking Points During Snack

- Was it difficult to understand and follow the directions?
- You weren't allowed to ask questions. Was that difficult?
- Why do you think that it was difficult?
- Effective communication requires verbal and nonverbal interaction of everyone — not just one person (in a one-way communication).
- Verbal – using/saying words
- Nonverbal – using images or gestures (using one's hands or body movement or sounds that aren't words, and eye contact)
- Was it difficult to listen?
- Were you able to make a good banana wrap snack w/o asking for clarification?

9. Entrepreneur Lesson Activity: Pass It On Activity

1. Complete the activity as described below.
 - Arrange yourself in teams of two. Sitting back-to-back with your team partner, and taking turns one-at-a-time, describe your simple line drawing (RESOURCE 6.3) to the other person without letting the other person see it. Your partner will draw what they believe your line drawing is, based on your description of it. Compare your line drawing with the drawing that your partner created.
 - Switch roles and do the activity again.
 - *An alternative* is to have one partner draw it on the partner's back and have them describe what they think it is, or try to duplicate it on paper.

10. Sharing and Talking Points

- Facilitator ask: How well did you do?
 - How close are the two pictures?
 - What does this activity teach us about communication?
 - Communication requires clear directions, being patient and respectful while answering the other person's questions; the other person needs to listen well and ask questions to clarify — to ask the speaker for more information if necessary, and to be patient and respectful.
- Whose job is it to be sure that correct information is being passed along?
 - Both the speaker and listener are responsible for making the information clear.
- Why is communication an important skill to have?
 - Good communication reduces mistakes and prevents someone's feelings from getting hurt.
- What was the most challenging part of this activity?
 - Eye contact, hand gestures, and body position can be very helpful for good communication.
- Why is communicating accurately an important skill to learn?
 - Goals and projects will be more successful and human relationships can be more rewarding.

11. Review Characteristics of an Entrepreneur

- An entrepreneur has good interpersonal and communication skills to know customers' needs and wants.
- An entrepreneur knows how to listen.
- An entrepreneur has good verbal (speaking) skills.
- An entrepreneur has good nonverbal (eye contact, hand gestures, body language) skills.

12. Close the Meeting

Tap the gavel twice. **“The meeting of the Entrepreneur SPIN Club will now come to order.”**

13. 4-H Flag Salute

“We will now have the 4-H Pledge led by ____.”

(Choose someone to stand in front of the group to lead the pledge.) At the end of the pledge, everyone will shout the 4-H motto — To Make the Best Better!” Tap the gavel three times to stand. *When the pledge is completed, tap the gavel one time to adjourn the meeting.*

“The meeting is adjourned!”

Roll Call Cards

Hammer

Stapler

Scissors

Fork

Spoon

Table Knife

Butter Knife

Drinking Cup

Spatula

Pliers

Saw (cuts wood)

Pin (straight pin)

Pen (writing utensil)

Button (on shirt)

Roll Call Cards

Cell Phone

Cereal Bowl

Tooth Brush

Eye Glasses

Fingernail Clippers

Screw

Screw Driver

Sand Paper

Paint Brush

Paint Roller

Dinner Plate

Transparent Tape

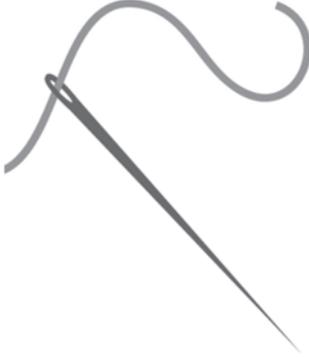
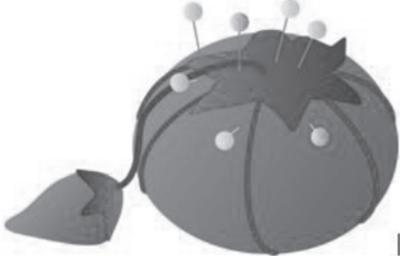
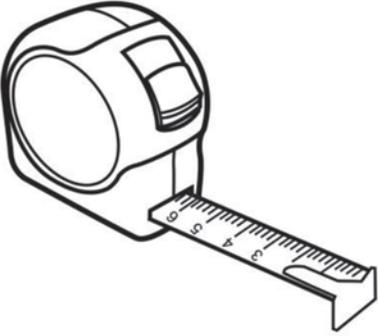
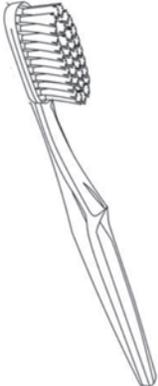
Tape Dispenser

Glass Jar

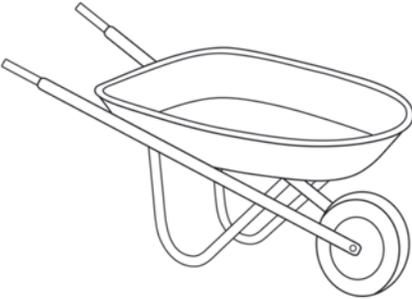
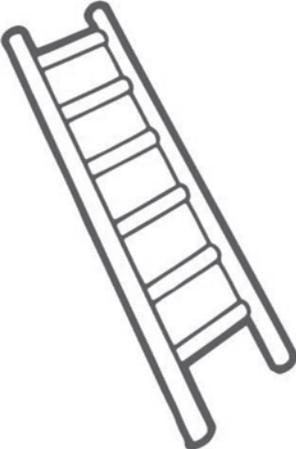
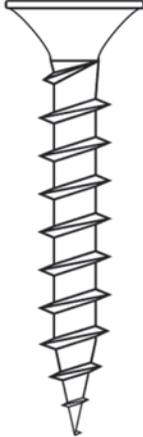
Flash Cards

 <p>FORK</p>	 <p>BUTTER KNIFE</p>	 <p>SPOON</p>
 <p>PAINT BRUSH</p>	 <p>ROLLER BRUSH</p>	 <p>PAINT CAN</p>
 <p>DRINKING OR WATER GLASS</p>	 <p>WRITING PEN</p>	 <p>GLASS JAR (WITH LID)</p>

Flash Cards

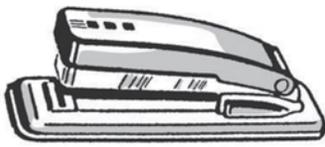
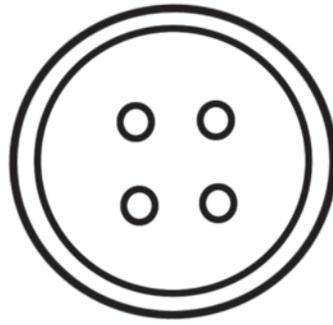
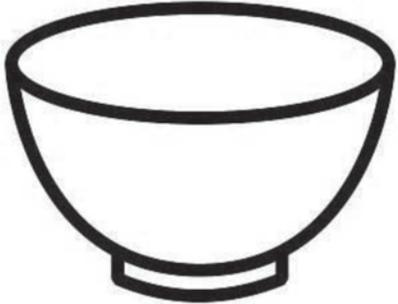
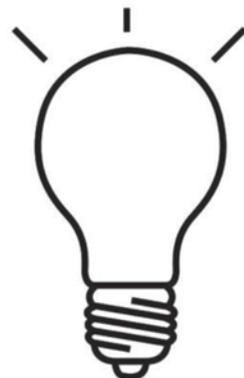
 <p>CELL PHONE</p>	 <p>NEEDLE</p>	 <p>THREAD</p>
 <p>PINCUSHION</p>	 <p>THIMBLE</p>	 <p>FINGER NAIL CLIPPERS</p>
 <p>EYE GLASSES</p>	 <p>TAPE MEASURE</p>	 <p>TOOTH BRUSH</p>

Flash Cards

 <p>WHEELBARROW</p>	 <p>HAMMER</p>	 <p>SAW</p>
 <p>LADDER</p>	 <p>TOOLBOX</p>	 <p>PLIERS</p>
 <p>SCREWDRIVER</p>	 <p>NAIL</p>	 <p>SCREW</p>

Flash Cards



 <p>SAFETY PIN</p>	 <p>SCISSORS</p>	 <p>SPATULA</p>
 <p>STAPLER</p>	 <p>(CLOTHES) BUTTON</p>	 <p>BOWL</p>
 <p>(DINNER) PLATE</p>	 <p>LIGHT BULB</p>	 <p>CHAIR</p>

Banana Wraps

Ingredients:

- 2 to 3 tablespoons peanut butter, smooth or crunchy
- 1 (8-inch) flour tortilla
- 1 whole banana

Directions:

Remember to wash your hands

1. Spread peanut butter on one side of tortilla
2. Peel banana and roll up tightly in tortilla.
3. Slice into pinwheels or serve whole.



Helpful Hints: If a child is allergic to peanut butter, try substituting cream cheese. Either way, this kid-friendly snack is nutritious and can be made ahead for a walk to the park. Just spread peanut butter on the tortilla at home and fold it. At snack time, unfold the tortilla, peel the banana and roll it up. Kids will love the hand-held, all-in-one snack!

Safety Tip: Don't offer peanut butter to children younger than three or four years of age. To prevent choking, spread only a thin layer on bread or wraps. The banana in this wrap makes the peanut butter less sticky and easier to swallow.

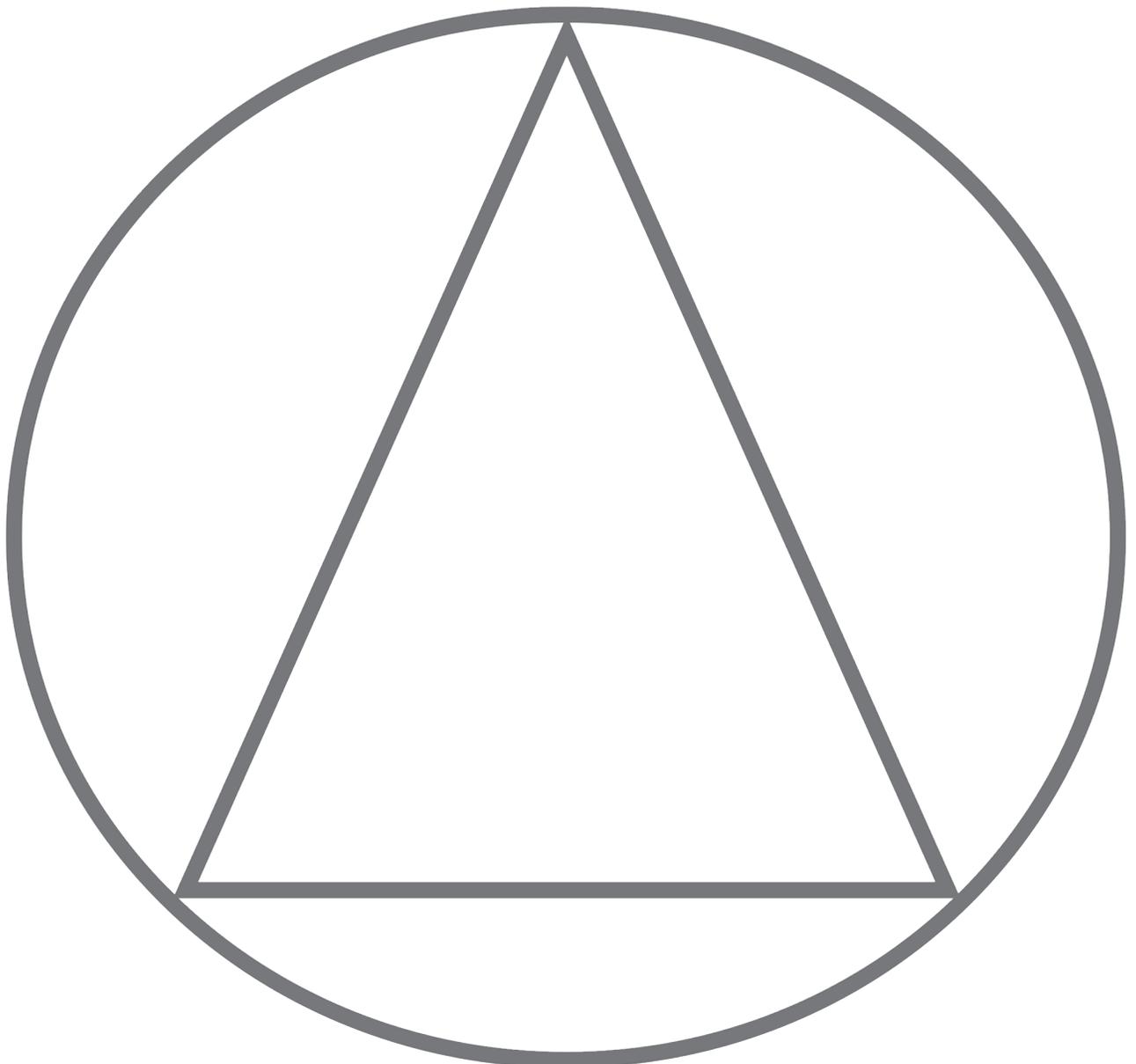
Nutrition Facts

Serving Size 1 wrap (199g)	
Servings Per Container 1	
Amount Per Serving	
Calories 460	Calories from Fat 180
% Daily Value*	
Total Fat 20g	31%
Saturated Fat 4.5g	22%
Cholesterol 0mg	0%
Sodium 380mg	16%
Total Carbohydrate 61g	20%
Dietary Fiber 6g	25%
Sugars 25g	
Protein 14g	
Vitamin A 2%	Vitamin C 20%
Calcium 8%	Iron 15%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	
Calories:	2,000 2,500
Total Fat	Less than 65g 80g
Saturated Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

Drawing Exercise

Divide your group into pairs. Have each pair sit with their backs to one another. Give one person from each partnership an image (geometric shapes) to describe to their partner who is given a pencil and pad of paper. Have the participant, looking at the shape, describe that shape to his/her partner. The partner will draw his/her interpretation of the partner's verbal description. Have a copy of a geometrical shape for one partner and paper and pencil for the other partner. An alternative is to have one partner draw the shape on the back of the other participant and have that participant draw what they think the geometric shape is. Don't show the drawing interpretations until each partner-pair is done so no participant sees what any one shape is just in case they have not done their own yet.

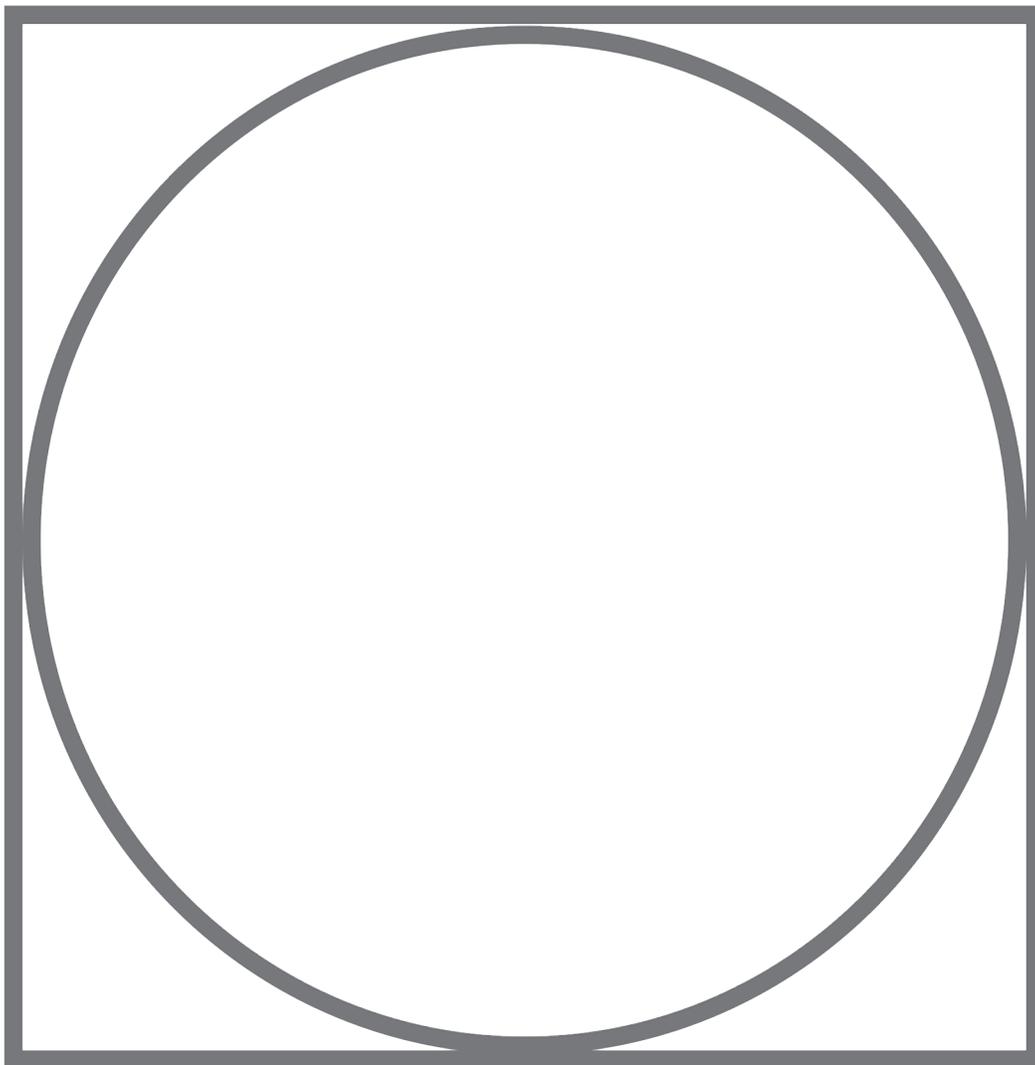
SHAPE A



Drawing Exercise

Divide your group into pairs. Have each pair sit with their backs to one another. Give one person from each partnership an image (geometric shapes) to describe to their partner who is given a pencil and pad of paper. Have the participant, looking at the shape, describe that shape to his/her partner. The partner will draw his/her interpretation of the partner's verbal description. Have a copy of a geometrical shape for one partner and paper and pencil for the other partner. An alternative is to have one partner draw the shape on the back of the other participant and have that participant draw what they think the geometric shape is. Don't show the drawing interpretations until each partner-pair is done so no participant sees what any one shape is just in case they have not done their own yet.

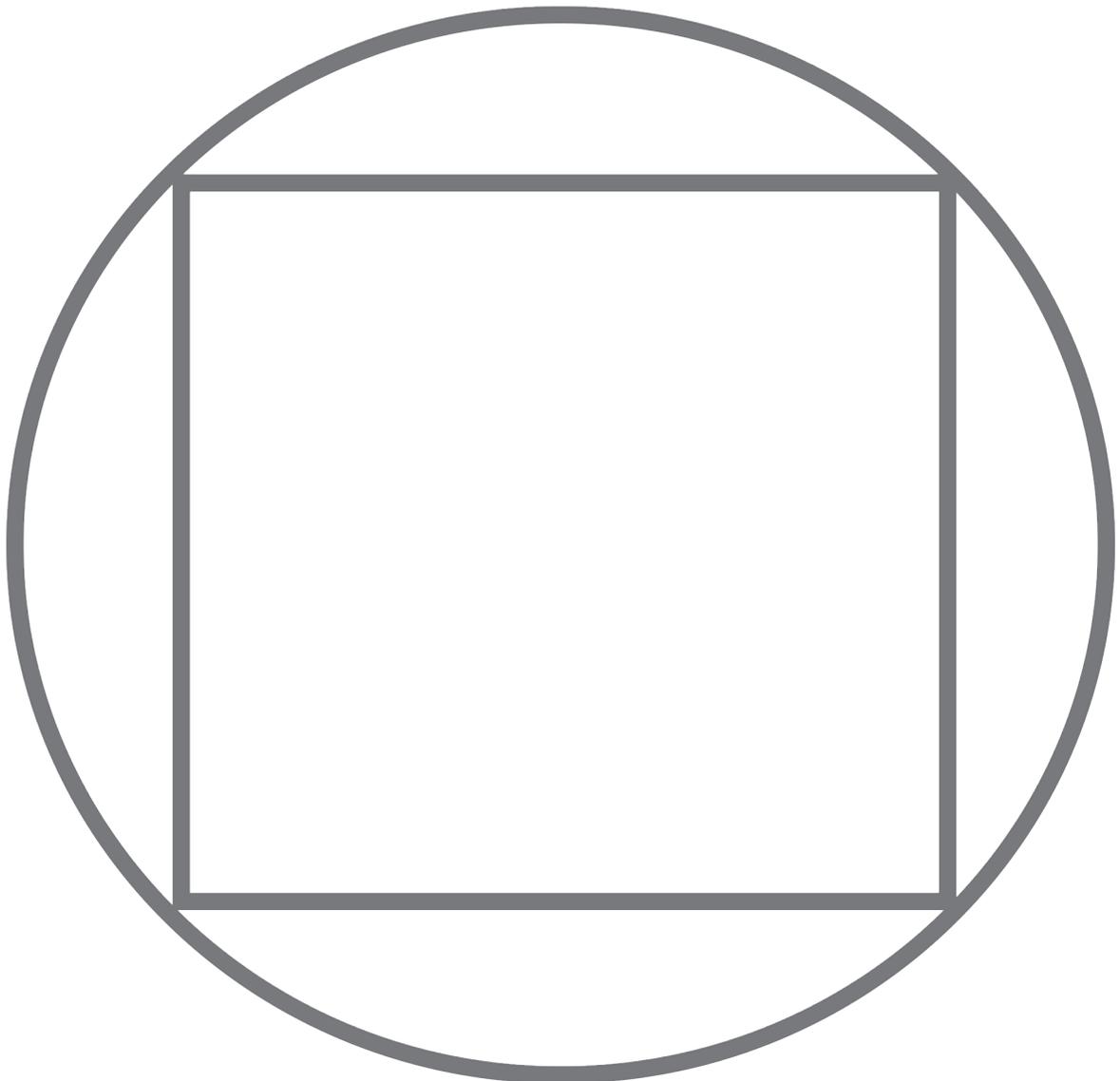
SHAPE B



Drawing Exercise

Divide your group into pairs. Have each pair sit with their backs to one another. Give one person from each partnership an image (geometric shapes) to describe to their partner who is given a pencil and pad of paper. Have the participant, looking at the shape, describe that shape to his/her partner. The partner will draw his/her interpretation of the partner's verbal description. Have a copy of a geometrical shape for one partner and paper and pencil for the other partner. An alternative is to have one partner draw the shape on the back of the other participant and have that participant draw what they think the geometric shape is. Don't show the drawing interpretations until each partner-pair is done so no participant sees what any one shape is just in case they have not done their own yet.

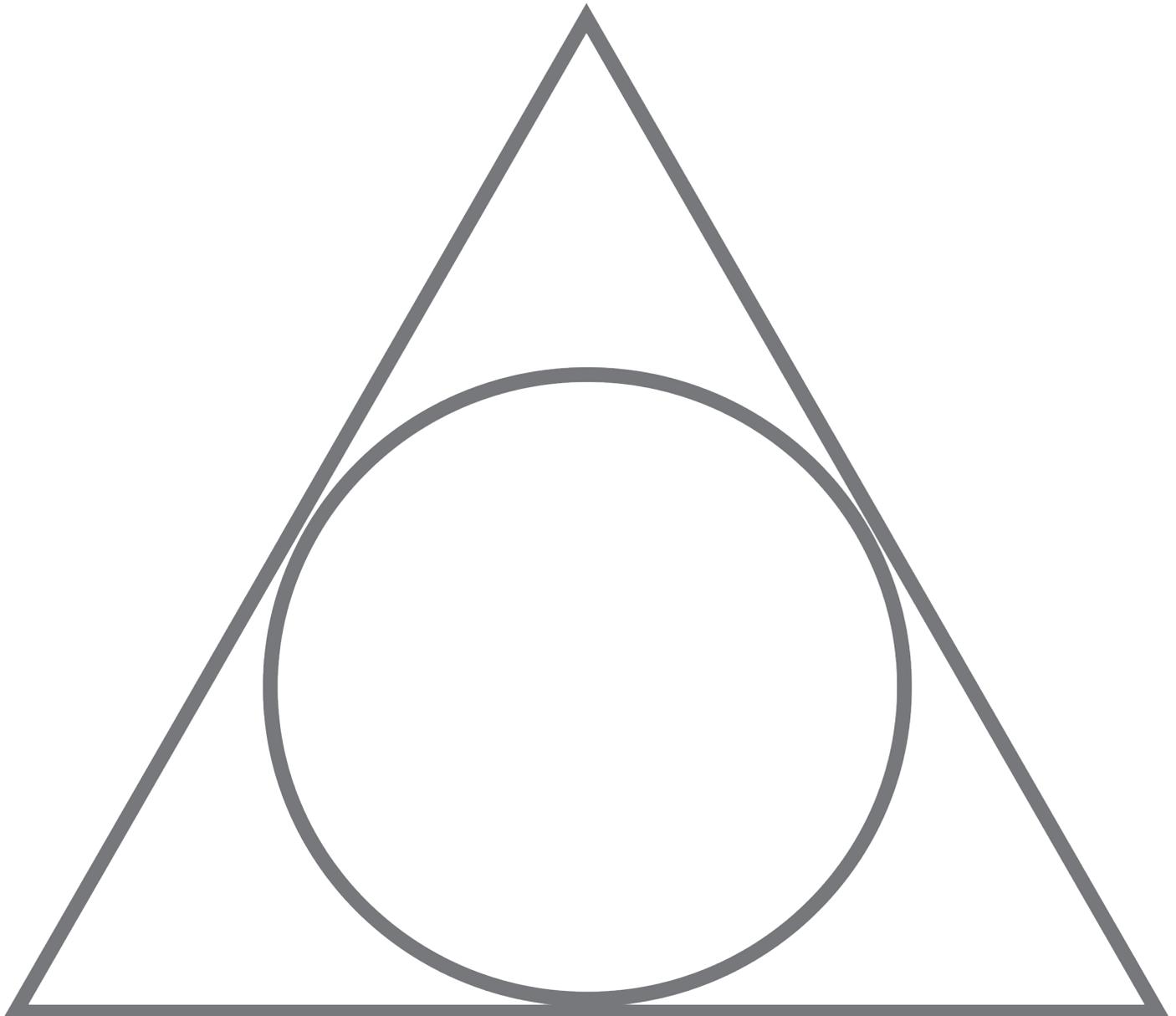
SHAPE C



Drawing Exercise

Divide your group into pairs. Have each pair sit with their backs to one another. Give one person from each partnership an image (geometric shapes) to describe to their partner who is given a pencil and pad of paper. Have the participant, looking at the shape, describe that shape to his/her partner. The partner will draw his/her interpretation of the partner's verbal description. Have a copy of a geometrical shape for one partner and paper and pencil for the other partner. An alternative is to have one partner draw the shape on the back of the other participant and have that participant draw what they think the geometric shape is. Don't show the drawing interpretations until each partner-pair is done so no participant sees what any one shape is just in case they have not done their own yet.

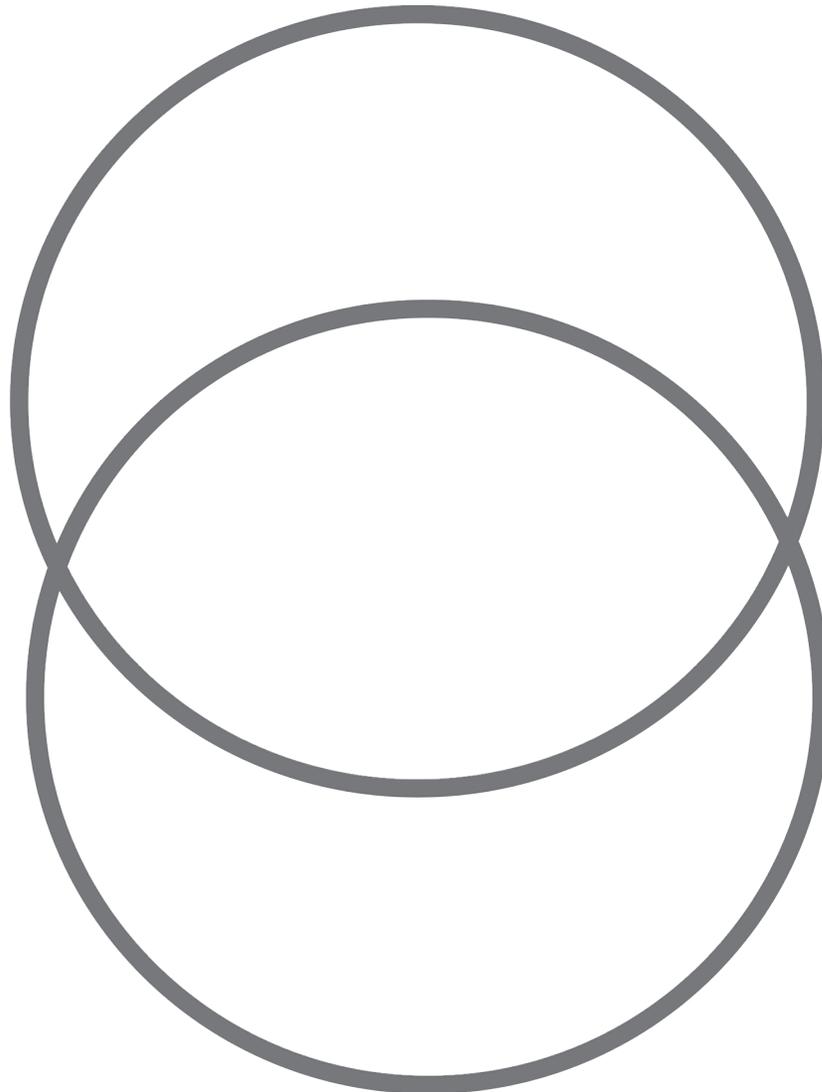
SHAPE D



Drawing Exercise

Divide your group into pairs. Have each pair sit with their backs to one another. Give one person from each partnership an image (geometric shapes) to describe to their partner who is given a pencil and pad of paper. Have the participant, looking at the shape, describe that shape to his/her partner. The partner will draw his/her interpretation of the partner's verbal description. Have a copy of a geometrical shape for one partner and paper and pencil for the other partner. An alternative is to have one partner draw the shape on the back of the other participant and have that participant draw what they think the geometric shape is. Don't show the drawing interpretations until each partner-pair is done so no participant sees what any one shape is just in case they have not done their own yet.

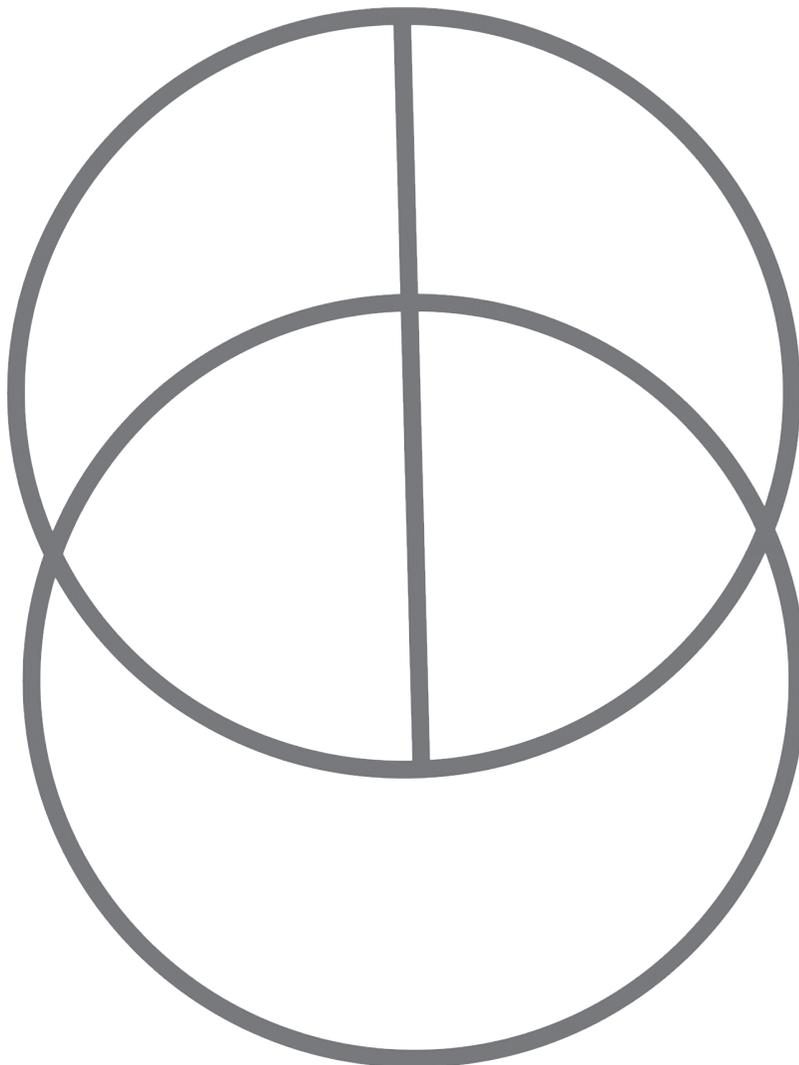
SHAPE E



Drawing Exercise

Divide your group into pairs. Have each pair sit with their backs to one another. Give one person from each partnership an image (geometric shapes) to describe to their partner who is given a pencil and pad of paper. Have the participant, looking at the shape, describe that shape to his/her partner. The partner will draw his/her interpretation of the partner's verbal description. Have a copy of a geometrical shape for one partner and paper and pencil for the other partner. An alternative is to have one partner draw the shape on the back of the other participant and have that participant draw what they think the geometric shape is. Don't show the drawing interpretations until each partner-pair is done so no participant sees what any one shape is just in case they have not done their own yet.

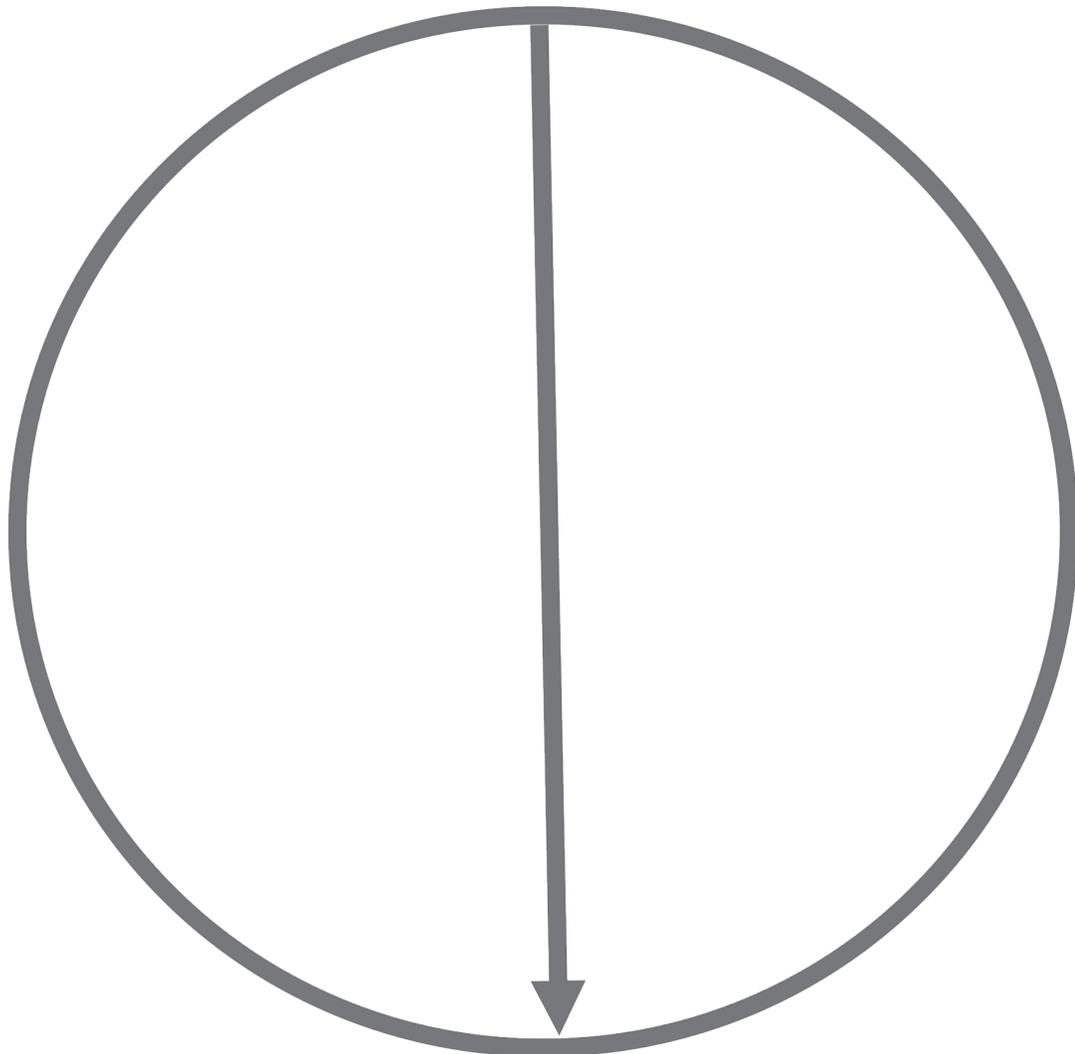
SHAPE F



Drawing Exercise

Divide your group into pairs. Have each pair sit with their backs to one another. Give one person from each partnership an image (geometric shapes) to describe to their partner who is given a pencil and pad of paper. Have the participant, looking at the shape, describe that shape to his/her partner. The partner will draw his/her interpretation of the partner's verbal description. Have a copy of a geometrical shape for one partner and paper and pencil for the other partner. An alternative is to have one partner draw the shape on the back of the other participant and have that participant draw what they think the geometric shape is. Don't show the drawing interpretations until each partner-pair is done so no participant sees what any one shape is just in case they have not done their own yet.

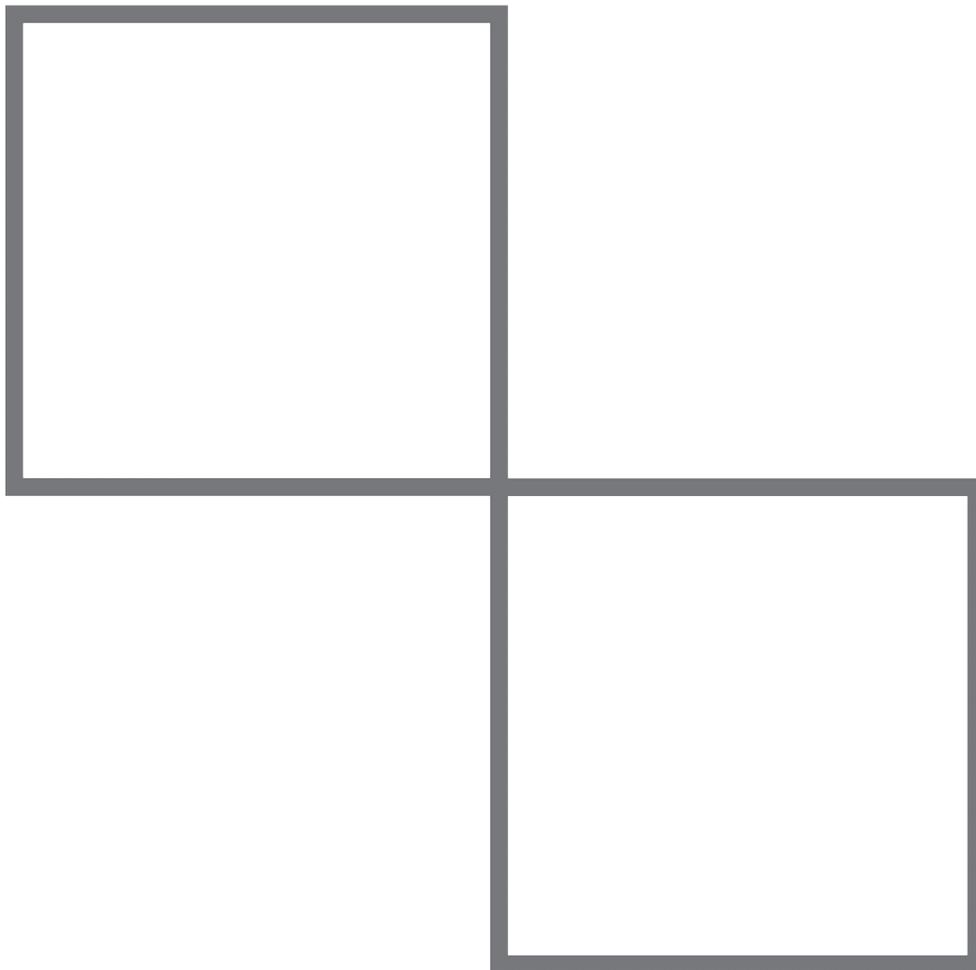
SHAPE G



Drawing Exercise

Divide your group into pairs. Have each pair sit with their backs to one another. Give one person from each partnership an image (geometric shapes) to describe to their partner who is given a pencil and pad of paper. Have the participant, looking at the shape, describe that shape to his/her partner. The partner will draw his/her interpretation of the partner's verbal description. Have a copy of a geometrical shape for one partner and paper and pencil for the other partner. An alternative is to have one partner draw the shape on the back of the other participant and have that participant draw what they think the geometric shape is. Don't show the drawing interpretations until each partner-pair is done so no participant sees what any one shape is just in case they have not done their own yet.

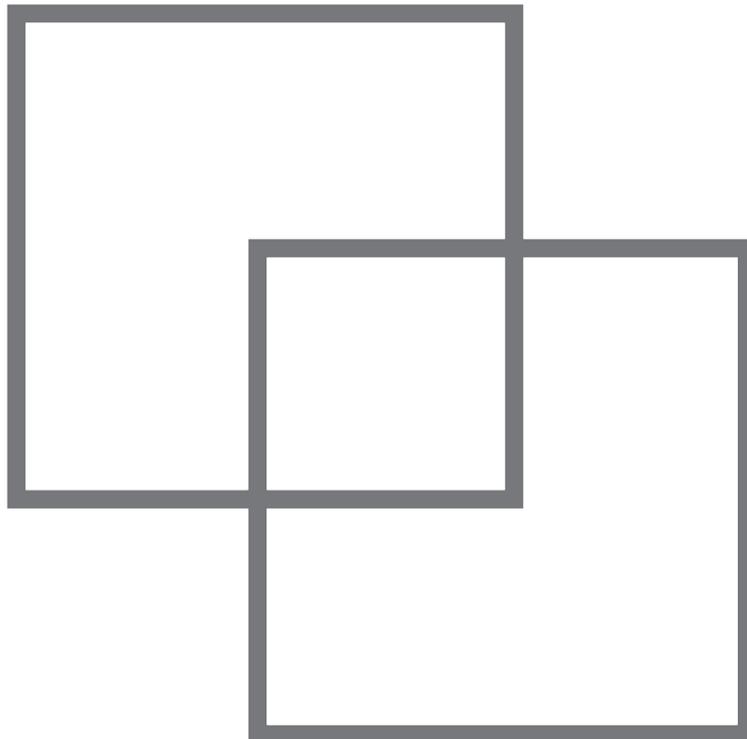
SHAPE H



Drawing Exercise

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SHAPE G



EVALUATION: Communication: Pass it On — Lesson 6

Please, **circle** the face that you believe fits each sentence the best.

Key: YES Maybe Yes I Don't Know Maybe Not NO



1. An entrepreneur needs to be a good listener for the customer.



2. An entrepreneur needs to speak clearly to a customer.



3. One important thing I learned today:

Dear Facilitator: The number of participants for this lesson: _____

Please, tell us the number of participants who circled each emoji by writing the number (or tally) under each emoji face. Please list any written responses in the last item (#3.)

Facilitator, how might this lesson be improved?

Facilitator, please share any anecdotes that might be insightful and/or indicate a positive impact:

Thank you and, please, send this evaluation form to Sheryl Carson, Extension Agent, at scarson@ksu.edu; or Thomas County Extension at 350 S. Range, Suite 16, Colby, KS 67701. 785-460-4582; FAX 785-460-4583





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