

Kids Communicating Coloring Book

Educator Resource Guide

Introduction

Kids Communicating is an educational website created to help children develop effective communication skills. The site is designed to support existing classroom curricula and is based on K-12 learning concepts and benchmarks set forth in the National Communication Association Curriculum Guidelines.

Kids who develop good communication habits are often more self-confident, more effective in supporting others, experience fewer relationship problems, are better problem-solvers and, are less fearful of speaking in public.

As a teacher, you can implement the classroom strategies found in this website to help students become more confident and competent communicators. Additional resources to accomplish these goals scan be found at www.kidscommunicating.org.

Curriculum for the Coloring Book

Pg. 3: Share the importance of communication with students.

Communication can be used to:

- Share thoughts and feelings.
 - It is important to express how we feel and what we think.
 - This must be done respectfully (Golden Rule).
 - It is important to consider how our actions and rules may make someone else feel.
- Build friendships.
 - We say things like “Hi! I’m Sammy. What’s your name?”
 - We talk and play games together.

Pg. 4: Communication is used to help others. Explain the importance of asking for help.

- We all need help sometimes
 - It’s important to ask for help when you need it and to offer help to others when they need it.
 - Can you talk about a time they helped someone.
 - Who did you help?
 - What did you do to help?
 - How did helping them make you feel?
 - How do you think it made them feel?

Pg. 5: While students work on the word search, discuss other reasons we communicate.

- To understand one another
- To tell a story
- To ask for something
- To make friends
- To share feelings
- To help others
- Get something we want, (i.e. new toy, etc.)
- To express anger

Pg. 6: As a class, discuss how each character is feeling.

How can we tell they are feeling this way? For example: We know that Lisa is sad because she is crying.

- Can you think of other ways to name a feeling?
- Ali looks worried, but he could also be afraid.

Pg. 7: Have each student briefly share their picture and tell their story. This may be done from their chair or standing in front of the classroom.

Ask students what they might say to someone who is feeling:

- Happy
- Sad
- Angry
- Worried/confused

Pg. 8: While students are coloring, talk about conflict resolution.

- What is a problem?
- What is a solution?
- What is a compromise?

Pg. 9: As a class, discuss other compromise options.

Pg. 10: Have students pair off and make up the intercom conversation. They can share their work in front of the class. (One student will act as Kid Communicator and the other will act as Captain Communication.)

Pg. 11: Discuss with students the difference between listening and hearing.

Reinforce what being a good listener means.

- following instructions
- manners
- Respecting authority (teachers, parents, guardians, etc.)

Pg. 12: As students finish the maze, have them talk about their friendships.

- Where did you meet your friend?
- What about them made you decide you wanted to be their friend?

- What kinds of things do you do with your friend?
- What kind of things do you talk about with your friend?

Pg. 13: Discuss as a class how each helper communicates with others.

- Walky and Talky facilitate communication between two people who are far apart, like a telephone.
- Stampie makes sure that letters get where they are (their) supposed to go. Mikey is very loud. He helps to make sure that everyone can hear what is being said.

Optional Projects

www.kidscommunicating.org

Media Literacy:

Discuss the Internet as an information resource. Have students list ways the Internet can help find information (books, hobbies, animals, movie times, store locations, etc.).

Identify types of media that they use: TV, radio, iPod, telephone, computer, magazines, books, etc. Discuss what each of these types of media are used for (entertainment, information, communication, education, etc.)

Students may want to use the Media Literacy Project link in the Kids Communicating website to research animals, nature or hobbies.

Discuss the Internet as a resource to research information on such topics as animals, where to find a book, or to learn more about a hobby. Identify the types of media that they use; television, radio, iPod, phone, computer, magazines, books, etc. Let the students use the Media Literacy Project link on the Kids Communicating website to research an animal, nature, or their hobbies.

Time Capsule:

Have students bring in something small that describes who they are. It can be a picture, a small stuffed animal, something that they've made, etc. If you do this on the first day of class, you may choose to open it at the end of the school year and talk about how everyone has changed in that period of time. Or you may choose to open the capsule at graduation, or the year 2057. Another option would be to create personal time capsules that the students can take home and open years from now with their friends or families.

Class Community Service Project:

Discuss civic/community engagement and why it is important. As a class, list several ways students can get involved in their community. Have the students help collect bottles/cans, box tops, or soup labels, or hold a bake sale. Find several charitable causes (Save the Whales, local homeless shelter, etc.) and let the students decide where the funds will be donated. Let them debate about which cause best suits their purpose.