

# Communication Skills

## Activity Guide Grade 3-5

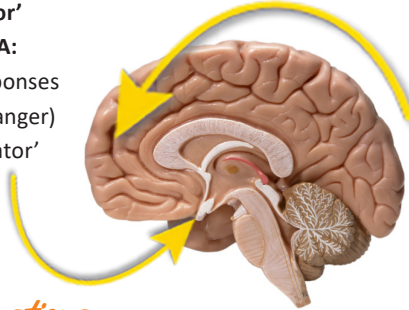


# Know Your Neuro

### 'The Reactor'

#### AMYGDALA:

Emotional Responses  
(fear, anxiety, anger)  
'The Accelerator'



### 'The Thinker'

#### FRONTAL LOBE:

Impulse Control &  
Rational Thinking,  
'The Brakes'

### Quiz Questions

1) In the brain study discussed in the video, adults usually use their \_\_\_\_\_ to read body language and facial expressions, while teens use their \_\_\_\_\_.

- A. Amygdala, Frontal Lobe
- B. 'The Thinker or Brakes', 'The Reactor or Accelerator'
- C. Frontal Lobe, Amygdala
- D. B and C

2) Active listening involves all of the following EXCEPT:

- A. Maintaining an open mind.
- B. Offering good eye contact
- C. Paying attention to only the things we want to hear
- D. Matching our nonverbal and verbal communication

3) A communication style that uses manipulation, guilt, hurt, control, and/or intimidation is called \_\_\_\_\_.

- A. Aggressive
- B. Passive aggressive-passive
- C. Assertive
- D. Passive

4) Sarcasm is an example of \_\_\_\_\_ communication.

- A. Passive aggressive-aggressive
- B. Passive aggressive-passive
- C. Assertive
- D. Passive

5) Assertive communication involves all of the following EXCEPT:

- A. Clearly expressing needs
- B. Standing up for rights
- C. Using sarcasm
- D. Seeking win-win solutions
- E. Achieving good, respectful connections with others

Answers: 1) D, 2) C, 3) A, 4) A, 5) C

## Long-Term Learning

### Activity #1

Divide students into pairs. Ask students to take turns telling a short story (5 minutes). After the story has been told, instruct the story teller to give the listener feedback on well they actively listened according to the criteria below:

- 1) Paying attention
- 2) Maintaining good eye contact
- 3) Matching body language to the story teller
- 4) Facing the story teller
- 5) Asking questions
- 6) Letting the story teller know that you are listening, interested, and heard the story

### Activity #2

Divide students into pairs to brainstorm situations in which I-statements may be needed to express feelings or set boundaries. Examples include: When someone hurt your feelings or did something you did not want them to do.

Instruct students to write an I-statement like the one below according to the scenario, then practice sharing it with their partner. Ask for feedback to make sure it sounds assertive. If it sounds aggressive or passive-aggressive, revise the statement, and share it again.

I feel \_\_\_\_\_ when you \_\_\_\_\_.  
Please do \_\_\_\_\_ next time.

### Activity #3

In share pairs, small groups, or with the whole class, use the following questions to generate a discussion:

- What communication style do you mostly use?
- Do you change your communication style depending on who you are talking to? Give examples.
- How or who did you learn your communication style from? What are your family members' styles?
- How does it feel when you are communicating with someone who is aggressive, passive, or passive-aggressive?