



Lesson: The Art of Communication

Ages: 1st and 2nd grade

Supplies needed: No supplies needed.

Project Intro: This lesson helps teach children about the different ways we communicate meaning through our voices and our body movements.

Materials Reference: Ruhi Institute, Teaching Children's Classes, Grade 2

Project steps:

Vocal Activities:

- **Vowels**
 - Ask the children if they know what the 5 vowels are (a, e, i, o, u).
 - Ask them to repeat after you and recite each vowel one by one.
 - Repeat the vowels again, however, this time recite them with a high pitched (squeaky) voice
 - Repeat the vowels again, however, this time recite them with a low pitched (hallow) voice.
- **It's How You Say It**
 - Explain to the children that the same word can be said in different way. Depending on how we say it, the meaning changes. Ask them to say the word "oh" as if:

- someone has stepped on their foot
 - they are sleepy
 - someone is calling them to get up in the morning
 - someone is giving them a present
 - someone says they are going to take them fishing
 - they are told they cannot go fishing after all
 - they are invited to take a trip to the moon
 - they are petting a dog
 - they took a bite of something they did not like
 - they are running hard and are out of breath
 - their grandfather has just come to visit
- Now ask the children to purse their lips together and say: 0000 00000 000000. Tell them to take a deep breath and see how long they can make it last: ooooooooooooooooooooooooooooo. Ask them to make a sharp sound: a. a. a. a. a. a. a. a. Now tell them to put the two sounds together: ooooo a.a.a. ooa. ooa.a. ooooooooooa. oa. oooooa. ooa.a.a.a.a. Let the children experiment with making different combinations, and then divide the children into pairs. Tell them to only use these sounds, “oooo” and “a”, to talk to each other in the following situations:
- Two children are trading marbles for crayons.
 - Two children are bathing a puppy.
 - One child is teaching another to skip.
 - Someone is getting their child ready for school.
 - Two people are harvesting corn.
 - A child is telling a bus driver that he or she has no money.
 - Someone who is lost is asking someone else for directions.
- Ask the children to say the phrase “Good morning”
- As though they were respectfully greeting a teacher
 - As though they were excited to see a friend
 - As though they had met a friend who was feeling sad
 - As though they were trying not to wake a sleeping baby

Movement Activities:

- **Stop!**

- Explain to your children that, for the next activity, they are going to communicate, using only the movement of their bodies. To begin, ask them to say “Stop!” with their hands. You may then ask them to do the following:

- SAY “Yes” USING head
- SAY “I don’t understand” USING eyes
- SAY “I hear something” USING ear
- SAY “I’m surprised” USING jaw
- SAY “I smell fresh bread” USING nose
- SAY “Come here!” USING finger
- SAY “I’m running” USING arms
- SAY “I bump into a wall” USING shoulder
- SAY “I’m slipping” USING legs
- SAY “I’m tired” USING whole body
- SAY “I’m waiting.” USING whole body
- SAY “I’m looking for someone” USING whole body

- **Steering the Bus**

- Have the children and other family members participating stand in a row, front to back, with their hands on the shoulders of the person in front of them. Everyone should close their eyes except the person at the very end of the row. This person is the “driver” and the others are the “bus”. When you say “Go!” all the “buses” should start moving forward. The “driver” steers the “bus” to the right or to the left by gently pushing the corresponding shoulder of the person in front of him or her, who does the same to the next person, and so on. To stop the “bus”, the “driver” gently pulls on both shoulders.