



Oklahoma 4-H Youth Development Program

Building Leaders for Tomorrow

Instilling and developing leadership capabilities in youth and adults.

ACTIVITY 15: "Interference"

AGE LEVEL – Beginning, Intermediate

CONCEPT OR SKILL – (Beg.) Committee work – what is a committee and the various opportunities through committee work. (Int.) Communications – accepting difference, conflict resolution, verbal vs. non-verbal

LIFE SKILL(S) – (Beg.) **Heart** – Cooperation, Social Skills, Communications, Sharing; **Hands** – Teamwork

(Int.) **Heart** – Communications, Conflict Resolution, Accepting Differences; **Health** – Managing Feelings

BEHAVIORAL INDICATOR – (Beg.) Eager to try new things. (Int.) Concerned about being liked and developing social graces.

THINGS TO KNOW:

What makes a good listener? Many problems result from miscommunication that could probably have been avoided by the simple act of listening. Youth learn communication methods by watching others; if they feel that they are heard and understood, then they are usually more likely to listen to others. Youth who do not feel they are being heard can act up or withdraw.

Seeing	83 percent
Hearing	11 percent
Touching	3 ½ percent
Smelling	1 ½ percent
Tasting	1 percent

Youth 9-14 years old need frequent reminders to listen and not to interrupt. Effective communications is an art. It takes time to learn to communicate well with other people. 4-H volunteers can foster the learning process by providing youth with experiences and activities to help them develop into thoughtful and caring adults.

A good resource for this lesson is Oklahoma 4-H Volunteer Development Series #862 "Learning Styles". The following are excerpts from the handout.

People learn through hearing, seeing and doing. We use all three methods, but, each of us has a learning preference and we learn best using this method. Basic knowledge is learned through one of the 5 senses.



Auditory Learning – "I hear."

Auditory learners learn best through hearing, using their ears and their voices as the primary way to learn. *Learn best through:* hearing, vibrations, rhythms, mentally configured sounds, patterns, tone, oral directions, chanting and listening.



Kinesthetic Learning – "I Do."

Kinesthetic learners learn best through touch, using their hands as the primary way to learn. *Learn best through:* body movements, dance, gesturing, positioning, touching – all physical action.



Visual Learning – "I See."

Visual learners learn best through seeing, using their eyes as the primary way to learn. *Learn best through:* color, images, shapes, drawings, paintings, patterns, forms and sculpture.



Tactual Learning – "I Feel."

Tactual learners learn through touch and personal relationships. They learn through: feeling things physically and emotionally in a creative nurturing environment. They must touch and feel objects, use fine motor skills, like sculpting, writing, drawing, etc.

This is a loud and active version of the child's game of "telephone." Like "telephone," it helps youth recognize the value in possessing good listening skills.



Materials Needed: Something that can be used to designate two borders/boundaries: yardstick, pieces of rope, masking tape, or even a 2 tables.

Do: Divide the youth into three equal groups and separate them by two borders/boundaries. The group to the left are the “senders,” the group in the middle are the “interferers” and the group the right are the “receivers.” The challenge is for the senders to verbally or visually communicate a short message to the receivers, while the interferers try to disrupt the message. Give the group about 30 seconds and then ask that the receivers to convey the message. Switch groups so that everyone has a chance to participate in each role.

Reflect:

- 1) How did it feel to try to communicate with someone who wasn't listening or couldn't hear?
- 2) What challenges did you encounter?
- 3) How were you able to effectively communicate your message or were you even able to communicate?
- 4) What was it like trying to understand something that couldn't fully be heard?
- 5) Were you ever able to get the complete message?
- 6) What was most annoying about the interferers?
- 7) Did you give up? Why?
- 8) Did getting upset help the communication problems?

Apply:

- 1) Have you ever been accused of not listening? Was there something interfering with your ability to get the message?
- 2) What could the communicator have done to help you receive the message? What could you have done to be more receptive to the message?
- 3) Has something negative ever happened because you weren't listening (example – your homework was wrong or late, or you were injured)? How could you have controlled a positive outcome?
- 4) Do you think your learning style effects the way you receive messages? How can you use this knowledge to your advantage to receive and communicate information?

