



**In this unit, children explore healthy and unhealthy patterns of communication and practice effective ways of engaging with others. These skills can be practiced both at home with families and in settings with other boys and girls.**

**Follow these steps to access the lessons and activities in each unit:**

- Start at the [Harmony Online Learning Portal](#).
- From the Portal, navigate to the Out of School Time unit and suggested lessons below.
- Click "Start Activity" in the upper right corner of the activity panel.
- Follow lesson instructions.

**You'll see three parts to each lesson:**

- "Setting the Stage"
- "Facilitating the Activity"
- "Wrapping it Up"

**All the lesson materials you need are available in the Materials section. We've included suggestions below for adapting the content for use at home.**

TRY THE SUGGESTIONS ON THE FOLLOWING PAGE TO USE **HARMONY AT HOME**

### GRADE LEVEL – LOWER GRADES PRE-K–2

UNIT 3 – COMMUNICATION	HARMONY AT HOME ACTIVITIES
<p><b>3.1 LISTENING AND RESPONDING TO OTHERS</b></p> <p><b>Key Concepts &amp; Vocabulary</b></p> <p><b>Listening to others is important because:</b></p> <ul style="list-style-type: none"> <li>- It shows that we care about what they are saying.</li> <li>- It is respectful.</li> <li>- We can learn things.</li> </ul> <p><b>Responding to others is important because:</b></p> <ul style="list-style-type: none"> <li>- It lets them know that we listened to them.</li> <li>- It is respectful.</li> <li>- It is important to listen carefully, think about what the person has said, and then respond.</li> <li>- It is fair to take turns speaking and listening.</li> </ul> <p><b>Lesson Goals</b></p> <ul style="list-style-type: none"> <li>- Promote attentive listening skills.</li> <li>- Promote reciprocal communication skills.</li> <li>- Foster self-regulation.</li> </ul>	<p><b>READ: THE MIXED UP DAY STORY</b></p> <p>The treehouse friends make a lot of communication mistakes with one another, which causes their plans for the afternoon to get very mixed up! As you listen to the story, notice the times when the friends misunderstand one another. Discuss the following questions:</p> <ul style="list-style-type: none"> <li>• <i>How did the friends communicate in different ways?</i></li> <li>• <i>Have you ever thought you understood what someone said, but you heard them wrong? What happened?</i></li> <li>• <i>When is it OK to ask someone to repeat what they said?</i></li> <li>• <i>Why is it a good idea to ask someone to repeat what they said?</i></li> </ul> <p><b>CREATE A COMMUNICATION DO'S CHART</b></p> <ol style="list-style-type: none"> <li>1. Discuss how family members use their eyes, ears, mouths, bodies, and gestures in different ways to listen and respond to one another.</li> <li>2. Review the <b>COMMUNICATION DO'S AND DON'TS CARDS</b> <ul style="list-style-type: none"> <li>• Decide which cards are COMMUNICATION DO'S and which cards are COMMUNICATION DON'Ts.</li> <li>• Create a family <b>COMMUNICATION DO's CHART</b> with words or pictures.</li> <li>• Add a "family signal" to your chart to gently remind one another to listen or respond with one another.</li> </ul> </li> <li>3. Use your <b>COMMUNICATION DO's CHART</b> to practice good listening together.</li> </ol> <p><b>BUDDY INTERVIEWS</b></p> <ol style="list-style-type: none"> <li>1. Call a buddy or relative on the phone or video chat and interview them about a favorite game, hobby, or movie. Use your <b>COMMUNICATION DO's CHART</b> to guide your questions and responses.</li> <li>2. Draw or write about what you learned from your interview.</li> </ol> <p><b>CELEBRATE SUCCESS</b></p> <p>Be sure to acknowledge COMMUNICATION DO'S that your family uses.</p> <p><b>Example:</b> <i>"I noticed that when you didn't understand the game directions your brother shared, you asked him kindly to repeat them again. That was respectful!"</i></p>

See related Inspire Modules to support adults in facilitating this unit: **Structuring Cooperative Learning, Preparing for Student Discussions, Using Feedback to Foster Discussion, Supporting Language Development through Social Interactions, Structuring Academic Conversations**

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### GRADE LEVEL – LOWER GRADES PRE-K–2

UNIT 3 – COMMUNICATION	HARMONY AT HOME ACTIVITIES
<p><b>3.2 ENGAGING IN CONVERSATION</b></p> <p><b>Key Concepts &amp; Vocabulary</b>  <b>Good conversation skills include:</b></p> <ul style="list-style-type: none"> <li>- Speaking clearly.</li> <li>- Listening thoughtfully.</li> <li>- Making on-topic comments.</li> <li>- Asking on-topic questions.</li> <li>- Taking turns speaking and listening.</li> </ul> <p><b>Lesson Goals</b></p> <ul style="list-style-type: none"> <li>- Promote conversational skills.</li> </ul>	<p><b>READ: THE DOG FROM OUTER SPACE STORY</b></p> <p>The treehouse friends have a conversation about something funny that happened to one of them. Sometimes they help to make the conversation continue, and sometimes they do things to break the conversation. Be a story detective and find their <b>CONVERSATION MAKERS</b> and <b>CONVERSATION BREAKERS</b>:</p> <p><b>CONVERSATION MAKERS</b></p> <p>Speaking clearly, listening to who is speaking, staying on the topic, asking clarifying questions.</p> <p><b>CONVERSATION BREAKERS</b></p> <p>Not listening to the speaker, interrupting, changing the subject.</p> <p>Discuss why it is important for everyone to speak and listen.</p> <p><b>TALKING STICK</b></p> <p>As a family, choose an object to use as a “talking stick” (i.e. shell, stone, stuffed animal). The person holding object takes their turn to speak and other family members practice actively listening and responding. Pass the stick around and take turns speaking or listening.</p> <p><b>PLAY CONVERSATION MAKERS</b></p> <ol style="list-style-type: none"> <li>1. Choose a conversation topic that is interesting for your family.</li> <li>2. Use the <b>CONVERSATION MIND MAP</b> examples to ask questions or make comments related to the topic.</li> <li>3. Note the time and see how long your family can keep your conversations going. What were your conversation makers and breakers?</li> <li>4. As a family create your own list of conversation makers and breakers.</li> </ol> <p><b>PLAY THE BUDDYTIME SING-ALONG “GOOD LISTENER” SONG</b> and discuss why it’s important to “talk about you and talk about me.”</p> <p><b>CELEBRATE SUCCESS</b></p> <p>Acknowledge and give each other compliments when someone uses a <b>CONVERSATION MAKER</b>. <b>Example:</b> <i>When we were at the dinner table and your sister was telling us about her day, I noticed you listened to her story and asked her questions. Good Listening!</i></p>

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### GRADE LEVEL – LOWER GRADES PRE-K–2

UNIT 3 – COMMUNICATION	HARMONY AT HOME ACTIVITIES
<p><b>3.3 BEING ASSERTIVE</b></p> <p><b>Key Concepts &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>- You can speak up with others because your ideas and feelings are important to share.</li> </ul> <p><b>When you Speak Up and Speak Kindly</b></p> <ul style="list-style-type: none"> <li>- Stand tall.</li> <li>- Look at the other person.</li> <li>- Use a confident, respectful voice.</li> <li>- Use kind words.</li> <li>- If someone doesn't hear or understand you, try again or try a different way.</li> </ul> <p><b>Lesson Goals</b></p> <ul style="list-style-type: none"> <li>- Foster self-confidence in communicating needs, desires, and ideas.</li> <li>- Promote assertiveness skills.</li> </ul>	<p><b>READ OUR WORDS ARE IMPORTANT STORY</b></p> <p>Z was feeling shy and thought the treehouse friends would not listen to Z's idea to solve a problem. The friends teach Z that it's okay to speak up because everyone has important things to say. Discuss the following questions:</p> <ul style="list-style-type: none"> <li>• <i>How did Z think, feel, and act in the story?</i></li> <li>• <i>How did Z learn to <b>speak up and speak kindly</b>?</i></li> <li>• <i>Can you remember a time when you wanted to speak up and you didn't? What happened?</i></li> <li>• <i>What could you do if you tried to speak up and no one listened to you?</i></li> </ul> <p><b>PLAY SPEAK UP, SPEAK KINDLY</b></p> <ol style="list-style-type: none"> <li>1. Take turns using the examples on the <b>SPEAK UP, SPEAK KINDLY CARDS</b> to practice ways family members and friends can solve problems by listening and communicating respectfully with one another.</li> <li>2. Listen and think about how to be respectful and react kindly to your family or friends when you agree or have a different opinion.</li> <li>3. Practice speaking kindly to tell your family what you think, feel, or need.</li> <li>4. Make a video with your child that demonstrates healthy ways to <b>SPEAK UP, SPEAK KINDLY</b>.</li> </ol> <p><b>SAY IT, SHARE IT - LOUD AND PROUD!</b></p> <p>Set aside time during your Family Meet Up for each family member to share. Use your talking stick as a microphone. Practice speaking loud and proud!</p> <p><b>CELEBRATE SUCCESS</b></p> <p>Acknowledge when your child and family members <b>SPEAK UP AND SPEAK KINDLY</b>. <b>Example:</b> <i>When you had the disagreement with your brother, you listened to his ideas and feelings and you both shared ways to solve the problem. You spoke up and spoke kindly. Good job working together!</i></p>

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### GRADE LEVEL – UPPER GRADES 3–6

UNIT 3 – COMMUNICATION	HARMONY AT HOME ACTIVITIES
<p><b>3.1 NAME THAT COMMUNICATION BLOOPER</b></p> <p><b>Lesson Goals</b></p> <ul style="list-style-type: none"> <li>- Increase awareness of Communication Bloopers (ineffective communication strategies).</li> <li>- Provide children with an opportunity to practice identifying Communication Bloopers.</li> </ul> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>- Working and playing together can be challenging.</li> </ul> <p><b>Communication Bloopers</b></p> <ul style="list-style-type: none"> <li>- Interrupting, ignoring, and withdrawing prevent us from communicating successfully with each other.</li> <li>- Everybody “bloops!”</li> <li>- Being aware of Communication Bloopers allows us to catch and stop ourselves before we bloop.</li> </ul>	<p><b>BLOOPER BUSTERS</b></p> <ol style="list-style-type: none"> <li>1. Ask each family member to share examples of <b>COMMUNICATION BLOOPERS</b> that are most difficult for them to avoid: <ul style="list-style-type: none"> <li>• <b>INTERRUPTING:</b> Talking over a family member, controlling a discussion, shouting out answers, putting down others’ ideas, rolling eyes, covering ears, making faces or gestures.</li> <li>• <b>IGNORING:</b> Not recognizing family members’ needs or being perceptive; talking, texting or using social media during a conversation; walking away.</li> <li>• <b>WITHDRAWING:</b> Not paying attention, being silent, not expressing feelings or opinions.</li> </ul> </li> <li>2. Discuss other ways your family makes <b>BLOOPERS</b> when communicating with each other.</li> <li>3. What are some things you can do or say when someone makes a communication blooper when you are speaking? Take some time to talk about examples you might try together.</li> <li>4. Discuss how being aware of and busting <b>BLOOPERS</b> can help family members share ideas, avoid conflict and get along better together.</li> <li>5. How does it make you feel when you hear a communication blooper? Why is it important that we be aware of our own communication bloopers?</li> </ol> <p><b>THINK ABOUT THIS</b></p> <ol style="list-style-type: none"> <li>1. Think of a time when you were assigned to work or play with someone, but you didn’t want to. What were some of the reasons you didn’t want to work with or play with that person? Were those reasons fair? How did you handle it and what did you learn? (<b>Examples:</b> “I don’t know him or her,” “boys don’t pay attention,” “girls talk too much,” “my aunt is so old, so she won’t know how to play the game.”)</li> <li>2. Discuss how you approached interacting with that person. How did you avoid bloopers during that conversation? What did you discover about that person? Did you change your perception of that person?</li> </ol> <p><b>CELEBRATE SUCCESS</b></p> <p>Acknowledge when you observe your child replacing <b>BLOOPERS</b> with <b>BOOSTERS</b>.  <b>Example:</b> “I’ve noticed you have stopped teasing your sister that girls can’t play baseball as well as boys. Thanks for inviting her to play with you. She appreciates her big brother teaching her how to play!”</p>

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### GRADE LEVEL – UPPER GRADES 3–6

UNIT 3 – COMMUNICATION	HARMONY AT HOME ACTIVITIES
<p><b>3.2 THE COMMUNICATOR</b></p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>- Practicing and using effective communication strategies can help us work, play, and enjoy one another.</li> <li>- It is important to take the time to learn and practice communication skills.</li> </ul> <p><b>Lesson Goals</b></p> <ul style="list-style-type: none"> <li>- Increase awareness of Communication Boosters (effective communication strategies).</li> <li>- Provide students with an opportunity to practice identifying Communication Boosters.</li> </ul>	<p><b>BOOSTER BONUS</b></p> <ol style="list-style-type: none"> <li>1. Ask family members to share different ways they can use COMMUNICATION BOOSTERS to improve relationships. <ul style="list-style-type: none"> <li>• <b>LISTENING:</b> Hearing and responding to family members ideas and questions</li> <li>• <b>SUPPORTING:</b> Encouraging and helping family members when they need help or become discouraged</li> <li>• <b>NEGOTIATING:</b> Engaging in problem solving or compromising when there is a conflict or disagreement</li> </ul> </li> <li>2. Have your child create a poster of Family BOOSTERS.</li> <li>3. When a family member uses a COMMUNICATION BOOSTER, call out: <b>“BOOSTER BONUS!”</b></li> <li>4. Tally the different kinds of BOOSTERS your family uses in a month and when you reach an agreed-on number, announce a BOOSTER BONUS! reward (movie night, picnic, kid-choice activity).</li> </ol> <p><b>CELEBRATE SUCCESS</b></p> <p>Offer a compliment when you hear your child using BOOSTERS. <b>Example:</b> <i>“It made your brother feel better when he shouted out “Boys can’t cook,” and you reminded him of famous chefs that are boys and girls. Great BOOST!”</i></p>
<p><b>3.3 COLLABORATION IN ACTION</b></p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>- Avoiding Communication Bloopers and using Communication Boosters can be difficult.</li> <li>- It is important to practice avoiding Communication Bloopers and using Communication Boosters.</li> </ul> <p><b>Lesson Goals</b></p> <ul style="list-style-type: none"> <li>- Provide your child with the opportunity to practice avoiding Communication Bloopers.</li> <li>- Provide your child with the opportunity to practice using Communication Boosters.</li> </ul>	<p><b>BOOSTER BONUS</b></p> <ol style="list-style-type: none"> <li>1. Watch a favorite TV program or movie with your child and record how often specific characters use BLOOPERS or BOOSTERS.</li> <li>2. Discuss how hearing BLOOPERS or BOOSTERS influences the way the characters think, feel, and behave, and how they affect their interactions with others.</li> </ol> <p><b>BOOSTER BLOOPER CHALLENGE</b></p> <p>During a family meal or activity, have your child keep track of the number of BLOOPERS and BOOSTERS that occur during the conversation. Share out what you noticed with one another. Challenge your family to increase their BOOSTERS and decrease their BLOOPER scores with the purpose of being more mindful and intentional in conversations.</p> <p><b>CELEBRATE SUCCESS</b></p> <p>Look for ways your child is using BOOSTERS and point them out to help reinforce positive communication skills. <b>Example:</b> <i>I noticed you listened to and supported your sister when she didn’t know how to solve the math problem. Excellent BOOST!</i></p>

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