

---

***Say What You Mean For Kids***  
***A Communication Study for Elementary Students***

***JoJo Tabares***

© Copyright 2004 Joanne Tabares

---

---

# **Some Acknowledgements**

## **Say What You Mean Studies Dedication**

I would like to dedicate our line of studies to the memory of one who did so much with the power of his communication skills.

President Ronald Wilson Reagan was known as “The Great Communicator” because of his mastery and application of these skills. He used them to make every individual he spoke with feel like the most important person in the world at that time. As the leader of the most powerful nation on earth, he used his skills to foster peace throughout the world. He was a man of humor, honor, deep convictions and most of all...Faith! We honor his memory by endeavoring to teach a generation of children these same skills. We pray that our students will use their skills to honor our Creator with their lives as Ronald Reagan did with his.

## **A Brief Word About Our Covers**

As the author, it was important to me that the covers of our books reflect our Christian nature. I would like to recognize the inspired work of Darla Dixon whose beautiful artwork graces the covers of our curricula. The Lord has blessed her with an amazing talent. Art of Eloquence has been greatly blessed by her contribution to our studies. If you would like to see more of Darla Dixon’s work, please go to [www.darladixon.com](http://www.darladixon.com). You will be greatly blessed...

---

## Course Outline

Week 1: Introduction and getting acquainted with the program

Week 2: What is communication?

Week 3: Oral Communication

Week 4: Written Communication

Week 5: Why Do We Communicate?

Week 6: Overview of Persuasion and Witnessing

Week 7: What makes a good communicator?

Week 8: Persuasion: Know Your Audience

Week 9: Persuasion: Being a Good Listener

Week 10: Persuasion: Presentation Skills

Week 11: Persuasion: Know Your Facts

Week 12: Persuasion: Credibility

Week 13: Persuasion: Confidence

Week 14: Persuasion: Putting Your Personality Into Your Speech

Week 15: Life Skills

Week 16: Life Skills: Description and Relaying a Message

Week 17: Life Skills: Showing Appreciation

Week 18: Project Reports Due

Appendix: Evaluation Sheets, Basic Speech Outline, Customer Evaluation Sheet.

---

## How the program works

The workbook is written to make it as easy as possible for you and your student to follow along. It is already broken down into 18 weeks (1 semester) so there is no need for parent/teacher preparation.

The study works best if you read over the lesson information at the beginning of the week leaving the remainder of the week for your student to complete the exercises at the end of the chapter.

This workbook is designed to guide your student's study of communication skills used in everyday life. Most of the exercises are experiential or verbal. The written exercises may be completed on a separate sheet of paper to enable this workbook to be used by more than one student.

Each lesson has a list of assignments at the end. Do as many of them as you can each week. They are designed to appeal to a wide range of grade levels. You as parent/teacher may decide to assign one, some, or all of the weekly assignments depending upon the age and needs of your student.

Grading may be more subjective with this type of study. Most of the exercises are designed to let the student experience a communication skill or problem-not to test their knowledge of a particular subject. Some exercises are designed to show the student what cannot be done. Parents (like me) who wish to show a grade for the semester and/or for each assignment may prefer to award a letter grade using the following as a guideline:

- "A"-- If you feel that your student has mastered the assignment /class
- "B"-- If you feel that your student has completed the assignment/class well
- "C"-- If you feel that your student has completed the assignment/class
- "D"-- If you feel that your student has had some trouble with the assignment/class
- "F"-- If you feel that your student has had much trouble with the assignment/class

The final project, a persuasive written or oral report, should be initiated when your student is in week 8 (Persuasion) and is to be completed in the final week of class. Each week your student will complete a small portion of the project to make it more manageable. For more details on the final project, please turn to week 18.

---

---

## Week 12: Persuasion: Credibility

---

---

*"A fool finds no pleasure in understanding, but delights in airing his own opinions." Proverbs 18:2*

There are two things that can destroy your credibility with your audience almost instantaneously. They are very easy to avoid, but they do take a lot of time and attention.

### **"Always proofread your work!"**

#### **1) Proofread!**

Misspellings and grammatical errors on written communication will leave your readers questioning your argument. They may conclude that, if your spelling is flawed, so is your argument. Even if your reader understands that your error is a typo and not a lack of intelligence, the fact that you were not willing to take the time to proofread could be an indication that you may not have taken the time to do proper research of your facts either. Here are a few examples of what not to do:

*"Dear school: Please excuse John from being absent on Jan. 28,29,30,31,32, and also 33."*

*"My son is under the doctor's care and should not take fizical ed. Please execute him."*

These things are easily prevented or corrected by proofreading, using spell checkers, re-reading, or having someone else review it for you. Sometimes a third party is the best proofreader. I always give my work to my husband to proofread. A third party is not inside your mind, so they don't have any preconceived notions about what you had intended your communication to be.

Please be careful when using a spell check program because it often misses things. Additionally, some words could be spelled correctly, but are not appropriate in that context. Take a look at the following example:

## Eye Halve A Spelling Chequer

**Eye halve a spelling chequer  
It came with my pea sea  
It plainly marques four my revue  
Miss steaks eye kin knot sea.**

**Eye strike a key and type a word  
And weight four it two say  
Weather eye am wrong oar write  
It shows me strait a weigh.**

**As soon as a mist ache is maid  
It nose bee fore two long  
And eye can put the error rite  
Its rarely ever wrong.**

**Eye have run this poem threw it  
I am shore your pleased two no  
Its letter perfect in it's weigh  
My chequer tolled me sew.**



### 2) Appearance /Dress

Your choice of clothes and accessories, the way you carry yourself and your attitude can make or break your credibility with your audience. If the occasion were formal, you wouldn't want to be dressed casually. You also would not want to display a casual attitude in the way that you walk, the tone of your voice or your choice of words. You wouldn't want a speaker at a Junior High Church function to wear a low cut mini dress, spiked heels, dark and abundant makeup, and a lot of jewelry. However, if you were giving a speech on Funny Hat Day, you might make a positive impression by wearing five or six hats - some of them actually on your head!

---

If you wish to be taken seriously and have what you say valued and appreciated by those you address, you need to “dress” the part. If you are a young lady and you are wearing clothes that show too much, you will be communicating that you are a certain type of girl. Even if you say you are not, your clothes will be screaming so loudly that they will not hear what you say.

If you are a young man and you are wearing clothes that resemble what gang members wear, you may think you are just expressing your individuality, but what you are really communicating is that you may not be trustworthy and that you are someone others may not want to be around. This may be unfair, but it is reality.

Clothes make the man (or woman). It is your choice. You can choose to present yourself as a respectful, confident, talented child of God or you can choose to present yourself as an untrustworthy, frustrated, wild and sinister youth. Either way, others will take you at your word and treat you accordingly.

This is not to say that we shouldn't be careful about judging others based on the clothes that they wear. Though many people may judge others solely based on their clothes, we should strive to look beyond people's clothing and see who they really are. This little story illustrates this very well.

## The President Of Harvard's Mistake

What a wonderful world this would be if we would all get to know a person first before judging them on looks, ability, or stature.

The President of Harvard made a mistake by prejudging people and it cost him dearly...

A lady in a faded gingham dress and her husband, dressed in a homespun threadbare suit, stepped off the train in Boston, and walked timidly without an appointment into the president's outer office. The secretary could tell in a moment that such backwoods, country hicks had no business at Harvard and probably didn't even deserve to be in Cambridge. She frowned.

"We want to see the president," the man said softly. "He'll be busy all day," the secretary snapped. "We'll wait," the lady replied.

For hours, the secretary ignored them, hoping that the couple would finally become discouraged and go away. They didn't. And the secretary grew frustrated and finally decided to disturb the president, even though it was a chore she always regretted to do. "Maybe if they just see you for a few minutes, they'll leave," she told him. And he sighed in exasperation and nodded. Someone of his importance obviously didn't have the time to spend with them, but he detested gingham dresses and homespun suits cluttering up his outer office. The president, stern-faced with dignity, strutted toward the couple.

The lady told him, "We had a son that attended Harvard for one year. He loved Harvard. He was happy here. But about a year ago, he was accidentally killed. And my husband and I would like to erect a memorial to him, somewhere on campus."

The president wasn't touched, he was shocked. "Madam," he said gruffly, "We can't put up a statue for every person who attended Harvard and died. If we did, this place would look like a cemetery."

"Oh, no," the lady explained quickly, "We don't want to erect a statue. We thought we would like to give a building to Harvard."

The president rolled his eyes. He glanced at the gingham dress and homespun suit, then exclaimed, "A building! Do you have any earthly idea how much a building costs? We have over seven and a half million dollars in the physical plant at Harvard."

For a moment the lady was silent. The president was pleased. He could get rid of them now. And the lady turned to her husband and said quietly, "Is that all it costs to start a University? Why don't we just start our own?"

Her husband nodded. The president's face wilted in confusion and bewilderment.

And Mr. and Mrs. Leland Stanford walked away, traveling to Palo Alto, California where they established the University that bears their name, a memorial to a son that Harvard no longer cared about.



## Week 12: Assignments



1. Continue to work on your quotes and facts for your report. Consider how you will be dressed and whether or not you will be formal or informal.

Notes:

---

---

---

---

---

---

---

---

2. Correct the mistakes made on the examples in the proofreading section.

---

---

---

---

---

---

---

---

3. Write or tell about an experience you had (or a friend had) where you didn't have the right appearance for the occasion. How were you treated? How would being dressed appropriately have changed your experience?

---

---

---

---

---

---

---

---