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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Interpersonal Studies |
| **Lesson/Unit Title** | Say What? The Communication Process |
| **TEKS Student Expectations** | **130.275. (c) Knowledge and Skills**  (7) The student determines factors related to marital success. The student is expected to:  (B) analyze components of a successful marriage  (C) examine communication skills and behaviors that strengthen marriage |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Explain, demonstrate, and evaluate the process of communication * Distinguish the purpose of high-quality communication * Be provided with various opportunities to demonstrate effective communication skills – verbal, non-verbal, written, and electronic |
| **Rationale** | Many people take the act of communicating for granted. When they speak or listen, they assume that the message given or received is being understood. In reality, most messages are distorted, incomplete, or lost on their way from one person to another. One study at UCLA indicated that up to 93 percent of communication effectiveness is determined by nonverbal cues. The students will identify types of verbal and written communication, nonverbal communication and communication filters which assist them in dealing with individuals at home, in relationships and at the workplace. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Active listening:** Requires the listener to understand what the speaker actually means; an active listener repeats what the speaker says to make sure the content of the message is clearly understood  **Communication:** The process by which ideas, feelings and information are shared; involves the skills of listening, speaking, and writing  **Grammar:** The syntactic (the way in which words are put together to form sentences) and inflectional rules of a language  **Interpersonal communication:** Includes message sending and message reception between two or more individuals; includes all aspects of communication such as listening, persuading, asserting, nonverbal communication and more  **I-statements:** Your expression of thoughts, feelings, and ideas. The speaker takes responsibility for his or her own emotions and actions  **Joint communication:** Talking and listening  **Listening:** An important part of communication that occurs when the listener receives the message and then interprets it  **Non-Verbal communication:** Body language, eye contact, appearance, and facial expressions  **One-way communication:** Occurs when the person conveying information cannot obtain feedback  **Passive listening:** Occurs when an individual receiving information provides responses that invite the speaker to share opinions and ideas; hearing words without listening for meanings  **Perception:** How one selects, organizes, and interprets information  **Techniques:** Methods of doing some task or performing something  **Telecommunications:** Communication over a distance; the transmission of words, symbols, images, and data over a distance through technology such as telephones, radio, televisions, cell phones and the Internet  **Two-way communication:** Occurs when the speaker and the listener both provide feedback  **Verbal Communication:** Voice and tone  **You-statements:** Are negative statements and often place blame or attack the receiver |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**   * Basket * Rotary phone   **Supplies:**   * Cardstock * Copies of handouts   **PowerPoint:**   * Say What? The Communication Process * Presentation Notes for The Communication Process   **Technology:**   * Free iPad App:   Cisco WebEx Meetings  It’s easy to stay connected to important meetings wherever you are.<https://itunes.apple.com/us/app/cisco-webex-meetings/id298844386?mt=8>   * TEDxEMU   TED Talk: How Body Language and Micro Expressions Predict Success – Patryk & Kasia Wezowski Knowing how to read “micro expressions” is probably the most effective way to connect more with people and the most crucial skill to prevent the increasing social autism caused by today’s technological innovations.<http://youtu.be/CWry8xRTwpo>  **YouTube:**   * How to Improve Interpersonal Skills This VideoJug presentation shows you how to improve your interpersonal skills with the aid of some simple coaching techniques.<http://youtu.be/w97dR3OJB1k> * Interview Tips – The Most Important Interview Non-Verbal Do you know what the most important interview non-verbal is? Watch this video to find out.<http://youtu.be/tAGWhnpcYlA>   **Graphic Organizers:**   * Slide Presentation Notes * Five Steps for Effective Communication   **Handouts:**   * Charade Topics * Communication Scenarios * Job-Related Communication Scenarios * The Communication Process Quiz * The Communication Process Quiz (Key) * Sample of Charade Topics * Self-Assessment Communication Survey * Service Learning: Demonstrating Communication Skills * You-Statements versus I-Statements * You-Statements versus I-Statements (Key) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**  Teacher note: Become familiar with Wordle. It is a tool for generating “word clouds” from text that you provide. The clouds give greater prominence to words that appear frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes. <http://www.wordle.net/>  You can either use Sample of Charade Topics or the handout in which you can provide your own charade topics on Charade Topics. Print handout on cardstock and cut apart charade cards. Place cards in a bowl or basket.  Print and cut apart the Communication Scenarios on cardstock. The cards will be placed in a basket and used in an activity during Independent Practice.  Become familiar with PowerPoint, handouts, and activities.  **Before class begins:**  Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room.  Remove chairs and tables/desks and ask the students to sit in a conversation circle on the floor when they enter (like they may have done in elementary school).  What words come to mind when you think of the word “communication”? Assign a scribe to write the words on the board. Using Wordle, create a word cloud with the words provided by the students. You may opt to print the final Wordle and display it in the classroom for the duration of the lesson.  You will be playing a verbal and nonverbal communication game with the students.   * Verbal communication game – Pass the Telephone. Have students sit in a circle. Ask one student to think of a phrase or sentence. Direct them to whisper it in the ear of the person sitting next to them. You may pass the rotary telephone to each student to use as they are whispering to each other. Each student whispers what they think they heard to the next student next to them. The last student says the phrase or sentence out loud. Ask the first student if that was his or her phrase. Did anything change? Did the message get lost or changed in translation? This is an example of verbal communication. * Nonverbal communication game – Charades. Pass the basket around with the Charade cards and have each student draw one card. Have students get up one at a time to act out the topic on the card without using any words or sounds while the others guess the topic. Allow time for each student to play the game. This is an example of nonverbal communication.   Explain that we all communicate all day long, whether or not we are using words. Explain that others pick up messages from our facial expressions, body language, gestures, and general demeanor. Begin the discussion with the following questions and have students share their responses:   * How do you communicate most often? * How would you get people to understand you if you could no longer use that form of communication? * Ask students to explain what they did to communicate their message when they were unable to use words (ex: facial expressions, body language, gestures). * Were others able to guess the phrase or sentence? * Was the message delivered effectively? * What would your day be like if you could not communicate by telephone or cell phone? * How has texting improved your means of communication? * What are the disadvantages of texting as a means of communication?   Teacher note: You may opt to purchase or obtain a copy of *What Was It Like Before the Telephone?* by Paul Humphrey, Lynda Stevens (Illustrator). It is elementary reading, but it will give the students an opportunity to think about how life was before the invention of the telephone. How did people communicate?   * Lead students to share and discuss their responses. |
| **Direct Instruction \*** | Introduce lessons, objectives, terms, and definitions.  Distribute graphic organizer Slide Presentation Notes so that students may take notes during the slide presentation.  Introduce PowerPoint Say What? The Communication Process. Allow time for questions and class discussion.  Using the Slide Presentation Notes, students will have an opportunity to reflect, review and respond to the information pertaining to the PowerPoint. They will write a summary of questions, topics or statements which reflect the information from the lesson:   * Discuss the topic. * Write down your thoughts. * Make a real-world connection to the lesson. * How is this going to help you in the future?   Allow for questions and answers to check for understanding.  Distribute Self-Assessment Communication Survey handout. Allow students time to complete the survey. Discuss the results of the survey. Ask the following questions:   * Are you an effective communicator? Why or why not? * How can you improve your communication skills?   Announce to students that a quiz will be administered at the end of the lesson.  Videos included in the PowerPoint presentation:   * How to Improve Interpersonal Skills This VideoJug presentation shows you how to improve your interpersonal skills with the aid of some simple coaching techniques.<http://youtu.be/w97dR3OJB1k> * Interview Tips – The Most Important Interview Non-Verbal Do you know what the most important interview non-verbal is? Watch this video to find out.<http://youtu.be/tAGWhnpcYlA>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing students with a copy of the notes or a fill-in-the-blank note sheet to follow along with instruction * pairing up students with elbow partners who can assist them with verbal and written responses to the lesson |
| **Guided Practice \*** | Scenario: You have recently shared a personal and difficult problem with a friend. Imagine how you would feel if the following you-statements were told to you in response to your personal problem. Instruct the students to respond to each You-statement with an I-statement.  Using You-Statements versus I-Statements handout, students will complete the activity by stating their responses (with descriptions) to each you-statement. Some possible responses can start with:   * I see… * I feel … * I think … * I wonder … * I wish … * I plan … * I believe … * I can … * I want …   Lead a discussion about their responses to the you-statements. Use You-Statements versus I-Statements (Key) handout to check students’ answers.  Students will practice communication skills related to home and personal situations. Place the Communication Scenarios in a basket. Some cards have been left blank so that other scenarios may be added.  Divide the class into groups of four and allow one person from each group to pick a card from the basket.  Students should brainstorm possible solutions to the scenarios and document the ideas on the board. Assign a scribe to record the ideas on the board.  As stated before, resolving conflicts effectively is a transferable skill that can be applied to home and personal situations, but the skills can also be applied to employability. Inform the students they will be practicing job-related communication scenarios during Independent Practice.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * working with a peer tutor * participating in a small group/classroom |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Distribute graphic organizer Five Steps for Effective Communication and discuss the importance of solving communication problems at home, school and in the workplace with your students.  Place the Job-Related Communication Scenarios cards in a basket. Some cards have been left blank so that other scenarios may be added.  Divide the class into groups of four and allow one person from each group to pick a card from the basket.  Students should brainstorm possible solutions to the scenarios and document the ideas on the graphic organizer.  Solutions to the communication problems will be presented in the Lesson Closure section.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing specific websites or articles from which students can obtain their research information * providing students with a checklist or rubric to help them organize and complete all steps of the process |
| **Lesson Closure** | Review lesson plan objectives, terms, and definitions.  Each group can discuss the scenarios that they chose and how they solved the communication problem by following the steps to effective communication. |
| **Summative/End of Lesson Assessment \*** | Administer and assess The Communication Process Quiz. Refer to The Communication Process Quiz (Key) to check students’ answers.  You may opt to give the students an opportunity to improve their quiz scores by conducting an “autopsy” on their quiz. They correct their mistakes and then write a half-page reflection on why they did poorly and what they should have done differently. They earn a half point for each corrected answer. For example, if a student got 15 out of 25 answers right and did an autopsy to correct the others, his or her new score would be 20. Test scores improve, and the students really take ownership of their work.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * assisting students with research for assignments * modifying assignments if IEP calls for modification * giving students copies of slide presentations for study |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft.   **Textbook:**   * Sasse, C.R. (2004). *Families today*. New York: Glencoe/McGraw Hill.   **Websites:**   * Free Management Library Online integrated library for personal, professional, and organizational development. This site is filled with information on interpersonal skills, listening, verbal and nonverbal communications.<http://managementhelp.org/communicationsskills/index.ht> * TruceWorks Five Steps for Effective Communication in a Relationship<http://truceworks.com/resources/five_steps_effective_communication>   **YouTube:**   * How to Improve Interpersonal Skills This VideoJug presentation shows you how to improve your interpersonal skills with the aid of some simple coaching techniques.<http://youtu.be/w97dR3OJB1k> * Interview Tips – The Most Important Interview Non-Verbal Do you know what the most important interview non-verbal is? Watch this video to find out.<http://youtu.be/tAGWhnpcYlA> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Ask students to repeat your instructions back to you to be sure they know what is expected of them before each new phase of the lesson * Discuss vocabulary in detail and make sure everyone has a firm grasp on it before moving forward with the lesson * Use graphic organizers and visuals to explain the lesson in detail * Print fill-in-the-blank handouts of the powerpoint notes for students to follow along with the lesson * Provide note-taking assistance using article stop and jot |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about the communication process. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * Communicate: Improve Your Relationships with Effective Communication Skills<http://stress.about.com/od/relationships/ht/healthycomm.htm> * Using Effective Nonverbal Communication in Job Interviews<http://www.psychologytoday.com/blog/cutting-edge-leadership/201101/using-effective-nonverbal-communication-in-job-interviews> * Has Texting and the Internet Ruined Student Writing Skills?<http://www.psychologytoday.com/blog/cutting-edge-leadership/201203/has-texting-and-the-internet-ruined-student-writing-skills> * Simple Keys to Effective Communication<http://www.psychologytoday.com/blog/think-well/201107/simple-keys-effective-communication> * Encourage students to connect reading and their life experiences or prior knowledge. |
| **Quotes** | The expression one wears on one’s face is far more important than the clothes one wears on one’s back. **-Dale Carnegie**  Be more concerned with your character than with your reputation, for your character is what you are, while your reputation is merely what others think you are. **-Dale Carnegie**  If you listen to your fears, you will die never knowing what a great person you might have been.  **-Robert H. Schuller**  Assumptions are the termites of relationships. **-Henry Winkler** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Effective communication involves \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The best way to communicate with an adult is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Describe a time when the walls of communication were broken down. * The difference between impersonal communication and interpersonal communication is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * RAFT Writing Strategy   + Role – Teenage son or daughter   + Audience – Parents   + Format – Letter   + Topic – How to effectively communicate with me when I am upset |
| **Communication**  **90 Second Speech Topics** | * I enjoy communicating with people because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The most challenging part of communicating with someone is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I can improve my communication skills by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Have students find cartoons, relevant or humorous quotes, anecdotes and jokes relevant to communication skills. * Develop scenarios for using and learning communication skills. * Have students download the free e-book “A Parent’s Guide to Speech and Communication Challenges in Young Children” * As a class, allow students to brainstorm, list and demonstrate several types of nonverbal communication such as hand gestures, facial expressions, and body positions, and have other students interpret the cues. * Have students pair up and sit back to back. One in the pair is given a design and must describe that design to the other student to duplicate. This an activity that demonstrates the challenges of listening and choosing words carefully. * Become familiar with Glogster EDU before assigning a poster to your students. Assign students methods of communicating, and have them create a virtual poster on ways to communicate effectively with the assigned method.   **TED Talks:**  TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.  TED Talk: How Body Language and Micro Expressions Predict Success – Patryk & Kasia Wezowski Knowing how to read “micro expressions” is probably the most effective way to connect more with people and the most crucial skill to prevent the increasing social autism caused by today’s technological innovations.<http://youtu.be/CWry8xRTwpo> |
| **Family/Community Connection** | * Invite a communications specialist to speak to the class on the importance and impact of nonverbal communication. * Have students conduct a survey of family and friends over the topic “Digital Communication: Is it Personal or Non-personal?” Share their results with the class. |
| **CTSO connection(s)** | Introductory lessons may have a CTSO or service learning connection. It is possible that student ideas may be saved and the actual project(s) executed during the school year.  **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org> |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.  Example:  Selected introductory lesson activities may have a service learning component. Student ideas may be saved and actual project(s) executed during the school year or students may combine forces with other CTE students to complete service learning projects. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)