

## Lesson 1

### Learning How to Communicate Effectively

**TIME:** 45-60 minutes

#### OBJECTIVES

Students will:

1. identify appropriate situations when they should approach others to present information about their disability and their needs
2. distinguish between appropriate and inappropriate non-verbal communication (body language) including personal space, eye contact, posture, etc.
3. demonstrate appropriate verbal communication skills including tone, volume, and vocabulary

#### MATERIALS

1. Worksheet 5-1
2. Video clips to analyze
3. Video Camera (extension activity)

#### LESSON OPENING

**Critical thinking:** Read the following scenario to students. Have students identify key issues/problems and solutions.

*Chris has been called to the office due to his recent tardies and absences in 3<sup>rd</sup> period. He knows he is in trouble and will likely be assigned Saturday school or trash duty during lunch as punishment. He is angry because he feels his reasons for the tardies and absences are valid. However, Chris has an angry tone of voice and is slouched down in his chair with his arms crossed while he is telling the principal his reasons for the tardies and absences. Chris also rolls his eyes every time the principal starts talking. As a result, the principal gets irritated with Chris and assigns him three weeks of Saturday school and refuses to listen to any more of Chris's excuses.*

- Provide students time and opportunity to respond to the story.
- Record the problems and solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of Unit 5.

Problems	Solutions

- *During our last few sessions you have learned about your IEP, special education, and your rights and responsibilities. Knowing this information will help you advocate for yourself. A crucial part to self-advocacy is communication. Today we are going to talk about some important communication skills. Before we begin, lets talk about your KWL charts.*
- *Lets talk about some of the things you listed on your chart during unit 4.*
- Provide time and opportunity for students to discuss and share.

### PROCEDURE

1. Make a brief presentation using poor communication skills. Ask students to identify problems with your communication behaviors.

Possible examples:

- folded arms = defensive
  - hands in your pocket = lack of confidence
  - shaking or moving your feet and/or legs = nervous
  - blank stare on your face = lack of interest
  - rubbing your neck and/or head = bored
  - slouching = unprepared or lack of confidence
  - mumbled speech = unprepared or lack of confidence
- Have students brainstorm a list of good communication behaviors.

Possible examples:

- stand or sit up straight
  - make eye contact
  - speak loud and clear
- Define and discuss verbal and non-verbal communication.

- verbal communication: using written or spoken words to express your thoughts or message.
- non-verbal communication: the use of body language to express your thoughts or message.
- Have students brainstorm examples of both verbal and non-verbal communication.

Possible examples:

- Letters
- Report
- Faxes
- Telephone
- E-mail
- Video conferencing
- Internet
- Social networking
- Face-to-face

- Present and discuss the importance of purpose, audience, and occasion in presenting information. Have students brainstorm different purposes and audiences.

Possible examples:

<u>Audience</u>	<u>Purpose</u>
parents	ask permission to stay out late
teachers	ask for help on an assignment
friends	convince them to go to a movie instead of the game
coach	tell her you will have to miss the big game because of work
boss	ask for time off during Christmas break
classmates	give oral presentation during class

- Present and discuss things that affect communication behaviors of people.

Possible examples:

- attitude of sender
- body language of the sender
- does the person understand what they are trying to communicate
- prejudice, stereotypes, and perceptions
- inappropriate target audience

**Discussion point(s):** Introduce the SHARE strategy to students. Encourage students to use this strategy while communicating with others.

Sit/stand up straight  
Have a pleasant tone of voice  
Activate your thinking  
Relax  
Engage in eye communication

The SHARE strategy is one of several learning strategies made available by The University of Kansas Center for Research on Learning. Visit <http://www.ku-crl.org/sim/strategies.shtml> for more information about learning strategies.

- View video clips that demonstrate appropriate and inappropriate communication, pausing and having students identify
  - the intended audience
  - the appropriate/inappropriate non-verbal behaviors
  - the appropriate/inappropriate verbal behaviors
- Discuss the outcomes of the communication
  - did the person communicate what he/she intended?
  - did the person get the outcome he/she wanted?
- Revisit your poor behaviors identified earlier and explain and distinguish verbal and non-verbal behaviors for students.
- Have students develop and act out role play for the class, demonstrating poor communication skills and good communication skills. Provide time and opportunity for discussion after each presentation. Focus on good communication skills and ways to improve poor communication skills. This can be done in small groups of students or as a whole class presentation activity. Have students complete worksheet 5-1: Presentation Response Form to provide feedback about student role plays. Give students time to ask questions about the process and to discuss their feelings about the process.

**Extension Activity:** Video student role play presentations and have students review the recordings and analyze their own communication skills using worksheet 5-1: Presentation Response Form.

## LESSON CLOSURE

- Provide students time and opportunity to ask questions and add to their KWL chart as needed.
- Provide students time and opportunity to share the information on their KWL chart with the class.

- Have students explain SHARE.

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- *Next time we are going to talk about many of the different people you might need to communicate with at school and work.*
- *Between now and then I need each of you to think about who those people might be.*

### **STUDENT EVALUATION**

1. Completion of worksheet 5-1: Presentation Response Form
2. Presentation of role play
3. Verbal participation during class discussion
4. Add to student KWL chart as necessary

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#### MATERIALS

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4. **Power Point Presentation**

#### LESSON OPENING

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