

Unit 5: Improving My Communication Skills

Lesson Overviews

Unit Purpose: The purpose of Unit 5 is to improve student communication skills by providing them important strategies, skills, and opportunities for practice and evaluation.

Lesson 1: Learning How to Communicate Effectively

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: Presentation Response Form
2. Video clips to analyze
3. Video Camera (extension activity)

Activities and Procedures: Unit 5, Lesson 1 opens with a critical thinking scenario and discussion of KWL chart entries. The main focus of this lesson is a presentation and discussion of poor versus good communication skills. Students learn the SHARE strategy for using appropriate communications skills and develop brief role plays to demonstrate their communication skills. Students complete worksheet 5-1: Presentation Response Form to provide feedback to their peers regarding their role play performance.

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

Extension Activity: Use a video camera to record student role plays. Each student should view and evaluate their recorded performance to identify ways to improve their communication skills.

Lesson 2: Knowing What to Share and Who to Share it With

Objectives

Students will:

1. identify the appropriate people to share information with (teachers, peers, counselors) in varied school settings
2. identify the appropriate information that should be shared with different people in varied school settings
3. complete a graphic organizer highlighting the identified important information
4. identify the type of assistance they might need for a variety of situations and educational settings

Materials

1. Worksheet 5-2: My Disability Information Form

Activities and Procedures: Students review and add to KWL charts then identify key people they might need to communicate with regarding their disability. Next, the class discusses the jobs and responsibilities of the people they identified. Students then complete worksheet 5-2: My Disability Information Form to use as a guide for communicating about their disability. Once completed, students present to the class using worksheet 5-2 as a guide. To close the lesson, students revisit the critical thinking scenario and their KWL charts. Once students have had an opportunity to ask clarifying questions about this unit, they complete the Unit 5 Knowledge Quiz.

Student Evaluation:

1. Student KWL chart
2. Contribution to group discussion
3. Completion of worksheet 5-2: My Disability Information Form
4. Student presentation
5. Completion of worksheet 5-1: Presentation Response Form for each student presentation

Extension Activity: Lesson does not include an extension activity.

Unit 5: Improving My Communication Skills

COMMON CORE STANDARDS

High School English Language Arts (Grades 9, 10, 11, & 12)

Speaking and Listening

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.11-12.1b](#) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. [CCSS.ELA-Literacy.SL.11-12.1d](#) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading: Literature

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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Materials

1. Worksheet 5-1: Presentation Response Form
2. Video clips to analyze
3. Video Camera (extension activity)
4. **Power Point Presentation**

Activities and Procedures: Unit 5, Lesson 1 opens with a critical thinking scenario and discussion of KWL chart entries. The main focus of this lesson is a presentation and discussion of poor versus good communication skills. Students learn the SHARE strategy for using appropriate communications skills and develop brief role plays to demonstrate their communication skills. Students complete worksheet 5-1: Presentation Response Form to provide feedback to their peers regarding their role play performance.

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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

Extension Activity: Use a video camera to record student role plays. Each student should view and evaluate their recorded performance to identify ways to improve their communication skills.

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Students will:

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Student Evaluation:

1. Student KWL chart
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3. Completion of worksheet 5-2: My Disability Information Form
4. Student presentation
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